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ABSTRACT

This guide is intended for use in training counselors who are involved with their clients' career decision-making processes. A primary objective of the curriculum is to familiarize participants with labor market information (LMI) resources and help them develop ways to use these resources with their clients. The following topics are covered in the individual units: career decision making and the role of LMI (shared job functions, economic and demographic factors, role of LMI in career decision making); exploration of labor market concepts (definitions of basic employment and career terms, industrial and occupational classification systems, three LMI decision areas); sources of LMI (LMI-producing agencies); national LMI for counseling; state and local LMI for counseling (occupational employment data, occupation and industry employment projections, industrial employment data); some limits of LMI (data use cautions); the role of organized labor; labor market perspectives for business and labor (questions for discussion with business and labor); exploration of the military for career decision making; and an action plan for counselors. (MN)

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IMPROVED CAREER DECISION MAKING
THROUGH THE USE OF LABOR MARKET INFORMATION
(ICDM)
TRAINER'S GUIDE

NATIONAL OCCUPATIONAL
INFORMATION COORDINATING COMMITTEE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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4th Edition
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INTRODUCTION

PREFACE

The Improved Career Decision Making Course (ICDM) is a sequential, integrated and comprehensive curriculum composed of a multitude of resources containing labor market information. This course contains data on occupations and industries, descriptions of occupations and industries, and relevant labor market concepts important to understanding and applying labor market information to decision-making. Competencies to be mastered are identified in each unit. The curriculum is designed for counselors who are involved with clients in their decision-making process. A primary objective is to familiarize participants with labor market information resources and help them develop ways to use them with their clients.

Course Objectives

After completion of the ICDM course, counselors will have completed the following competencies.

Unit 1

1. The counselor can identify similar job functions performed by counselors in all work settings (job service, high school, Job Training Partnership Act programs, and vocational rehabilitation) and some job functions unique to some of the settings.

2. The counselor can list economic and demographic factors that may have an impact on career decision-making by clients.

3. The counselor can describe the function of labor market information in career decision-making.

Unit 2

1. The counselor can define a labor market.

2. The counselor can define the concepts of employment, unemployment, and underemployment and provide three explanations for unemployment.

3. The counselor can name and describe one major industrial and two occupational classification systems and can name the source for cross referencing different occupational classification systems.

4. The counselor can characterize and explain the significance of internal labor markets.

5. The counselor can identify the three LMI decision areas and understand how they are interrelated.

Unit 3

1. The counselor can define labor market information.

2. The counselor can understand the significance and application of the LMI decision-making process matrix.

3. The counselor can name the major agencies and programs responsible for the development and dissemination of labor market information.

Unit 4

The counselor can list key national labor market information resources and briefly state their uses for counseling clients in career decision-making.

Unit 5

1. The counselor can name a source of local labor market information on occupational employment industries and demonstrate how to use these data to answer questions on current occupational employment in the labor market.

2. The counselor can name a source of local labor market information on projected employment in occupations and industries and demonstrate how to use these data to answer questions on future employment in the labor market.

3. The counselor can list two sources of local labor market information on employment in industry and demonstrate how to use these sources to provide information on current industrial employment.

4. The counselor can list at least two other publications or data sources available from state data producing agencies, and describe their major contents.

Unit 6

The counselor can describe some data-use cautions for using labor market information with clients.

Unit 7

The counselor can describe the role of the American labor movement in the labor market.

Unit 8

The counselor will be acquainted with some business practices and union characteristics and requirements related to job placement and career opportunities in the local labor market.

Unit 9

1. The counselor can describe some of the enlisted career fields available in the military.
2. The counselor can describe the recruitment process, testing, and qualifications for enlistment in the military.
3. The counselor can generally describe the enlistment program for each of the four services.
4. The counselor will develop an understanding of the various types of basic and technical training in the armed services.
5. The counselor can describe several educational programs available in the military.
6. The counselor can describe career and education opportunities available through officer programs.
7. The counselor will be aware of the salary, benefits, and other types of compensation associated with the armed services.

Unit 10

The counselor can develop an action plan to implement a series of activities designed to improve career decision-making for clients.

ICDM --- What Is It?

The Improved Career Decision Making (ICDM) Inservice Program was initiated in the fall of 1980 by the Labor Market Division of the Employment and Training Administration (ETA), U.S. Department of Labor. The purpose of the project was to train counselors in the use of labor market, occupational, and career information. A competency-based three-day curriculum was developed and piloted in four states. SOICCs were funded to manage all aspects of the training including planning, development, implementation, and monitoring.

Full-scale implementation of the ICDM project began in 1982. With funds provided by both the ETA and the Department of Defense, NOICC awarded ICDM grants to eighteen states. In 1983, nine more states received grants to conduct training workshops. Seventeen additional states elected to conduct ICDM training without grant funding.

The final year of Federal funding for the ICDM Inservice Program will be 1984. NOICC and the Washington SOICC have cooperated in all operational aspects of the program including trainer's guide and curriculum revisions, training-for-trainers, printing and distribution of materials. Funding was provided primarily by ETA.

Two further developments have occured through the ICDM effort. First, as a result of recommendations stemming from the pilot phase of the program, NOICC and ETA are developing an ICDM Preservice curriculum with funding from the Department of Defense. The second development is the ICDM vocational rehabilitation project being funded by NOICC and the Rehabilitation Services Administration (RSA). In this project, the ICDM curriculum will be modified and enhanced through the addition of case studies targeted for vocational rehabilitation counselors and counselor trainer audiences.

ICDM workshops are designed to inform counselors of available LMI and to teach them how to use it as they help clients with the decision-making process. Originally developed as a three-day workshop, ICDM has been delivered under a variety of time frames; therefore, several options for presenting the workshop are included in this guide.

ICDM should be a welcome addition to any counseling program. Counselors frequently express concerns about a lack of current information, or about not knowing how to use information as part of the regular counseling process. Many professionals have even questioned the advisability of teaching the decision-making process without a corresponding exposure to the information required to make effective decisions. ICDM, by covering both information content and the decision-making process, addresses this concern most effectively.

ICDM can also play a major role in futures oriented career counseling programs. With the rapid technological changes occurring in the workplace, with our shift from an industrial to a service and information-oriented economy, with industries diversifying and occupations changing regularly, counselors and clients alike may wonder how effective career decision-making can occur. There are an increasing number of factors to consider: What economic and demographic variables are affecting the workplace of the future? What are new and emerging occupations? What changes are occurring in industrial staffing patterns? How might we examine groups, systems, clusters and relationships rather than focusing on specific occupations? ICDM addresses all of these.

Many futurists predict that individuals entering the work force in the mid 80's are likely to change occupations from five to seven times during their working lives. This makes the recurring use of information as presented in ICDM extremely important. All clients in the decision-making process need to be concerned with future planning and need to be aware that career decision-making is an ongoing process; that the one-time career decision will be the exception rather than the rule, and that successful workers will be those who plan and prepare for constant change. The ICDM curriculum can be utilized to help clients understand and accept rapid changes in the workplace, develop an awareness of their own changing career development and decision-making process, and learn how to use information in a rapidly changing world.

ICDM, because of its wide range of activities, is applicable to many counseling styles and theories. Counselors representing a diversity of backgrounds, training, and philosophical stances naturally view LMI from a variety of perspectives. Some may see information playing a central role in the counseling process while others may prefer to have it emerge gradually, as the client requests it. Some may use LMI as part of classroom or career center activities incorporated into ongoing guidance programs; others may wish to focus on one-to-one counseling with clients who are dealing with several issues at once. Regardless of work setting or philosophy, all counselors should be able to find ways of incorporating ICDM into their respective counseling programs.

Planning the Training

The ICDM curriculum is organized into ten separate units. Each unit introduces a series of competency statements and text which provides the basic material for the training. The workshop consists of a mixed format of learning exercises, including lecture, reading, small group tasks, role playing, brainstorming, and group discussion.

The function of the training team and each individual trainer is to guide the counselor participants through the course material with emphasis not only on basic concepts and sources of LMI but on application and process. The ultimate worth and success of this curriculum lies in the counselor's ability to grasp the value of using LMI in the counseling process and the ability to use LMI in an organized and constructive way.

ICDM is quite easily adapted to a variety of populations with minor changes. The primary change is that the trainers use the language of the trainees. Operationally this refers to all of the explanations and examples as well as rewording of the text. With these small changes, ICDM has been successfully used with several populations.

Dislocated Worker Program. Eliminate all references to students and counselors. These clients have been in the work force for several years. All examples used should be of experienced workers. Bo Johnson is useful for the case study.

School Counselors. References to entry level and initial career decision-making information is more relevant to this group. Case studies useful are Mike Price, Dwain Cummings and Willie Evans. Use of the OES data is most effective when introduced with written exercises designed to aid in developing facility of use.

Employment Security Personnel. This group interacts with a broad spectrum of clients, both age and experience wise. An understanding of this breadth is important. Also, Employment Security has many programs and trainers should be familiar with some of these for use in examples. Bo Johnson and Kay Williams are good case studies for this group.

Vocational Rehabilitiation Counselors. In working with these unique populations, care should be taken to understand what handicaps the clients have, how the agency works, what type of information they need and what special programs they administer. Trainers should develop examples that reflect these handicaps and programs. Tod Hope always brings out some of the specialized resources these agencies utilize.

Counselors-in-Training. Since these people are not yet employed as counselors, following the text is appropriate. Most resources are unfamiliar so allowing time for familiarity is essential. For counselor education programs, incorporating the ICDM materials into a semester course is desirable.

The ICDM curriculum can also be adopted for varying lengths of workshops. Trainers should be aware, however, that when the original three-day format is shortened, many participants may be overwhelmed by the volume of information presented. Often what is sacrificed when the agenda is shortened is time for exercises when the trainees can begin to assimilate and become comfortable with using the materials presented in the units. Nevertheless there are sometimes good reasons for presenting shorter workshops. See suggested agendas for three-day, two-day and split-day workshops at the end of the introduction section.

Workshop Evaluation. In order to evaluate ICDM's effectiveness, two pre- and posttest instruments will be completed. The first uses True-False and multiple choice items to determine participants' actual knowledge of ICDM content. The second uses a four point scale to determine participants' self-rating in meeting ICDM competencies.

A feeback form should also be completed by each participant at the conclusion of each workshop.

Be sure to allow time for administering these instruments at the beginning and end of each workshop.

The Use of Overhead Transparencies

Each state will receive a set of ICDM transparencies to use as visual aids in conducting the workshop. These transparencies have been designed to augment curriculum materials. The following page provides a list of transparencies and the appropriate unit for their designed usage.

Several recommendations should accompany the use of these transparencies. Although each has a particular place that is most appropriate for its use, the trainer should feel free to use any of the transparencies he/she feels necessary to communicate a thought or concept. The transparencies are training aids and although they are designed to be introduced in a particular sequence, each should be used where the trainer deems most useful. Along similar lines, it is not mandatory that every transparency be used with the curriculum. Depending upon the judgment of the trainer, one or several of the transparencies may be discarded. Conversely, should a trainer feel that the transparencies provided do not clearly communicate the concepts intended he/she may develop additional transparencies to be included.

These visual aids are provided to assist the communication of various thoughts and concepts. Before introducing a transparency, the trainer should be certain he/she understands fully the concept behind the transparency and its relation to curriculum materials.

ICDM TRANSPARENCY LIST

Transparency	Discussion Topic	Unit/Competency
1 orange	What is ICDM?	Getting Started
2 orange	How is ICDM delivered?	Getting Started
3 orange	What does ICDM teach?	Getting Started
4 yellow	Comparing job duties of counselors	1 - 1
5 yellow	Shared responsibilities of counselors	1 - 1
6 yellow	State demographics and economic status	1 - 2
7 yellow	Demographic data	1 - 2
8-11 yellow	Role of LMI in career decision making	1 - 3
12 orange	Define labor market area	2 - 1
13 orange	Workforce characteristics	2 - 2
14 orange	Internal labor market rules	2 - 2
15 orange	Define U. S. labor force	2 - 3

16 orange	Define civilian labor force	2 - 3
17 orange	Types of unemployment	2 - 3
18 orange	Define occupation	2 - 4
19 orange	Define industry	2 - 4
20 yellow-blue	Comparison of occupational Classification systems	2 - 4
21-23 blue	DOT	2 - 4
24 blue	SOC	2 - 4
C-1	"Gears & Wheels" (VPO)	2 - 4
25 green	What questions LMI provides answers to	3 - 1
26 green	LMI Matrix	3 - 2
27 green	LMI Producing agencies	3 - 2
28-35 yellow	U. S. labor force and to orient for employment discussion of local LMI	5 - 1
36 green	Data use cautions	6 - 1
37 green	ICDM action plan activity areas	10 - 1

MATERIALS NEEDED (FOR ENTIRE CURRICULUM)

You will need: AN ICDM Workbook for each counselor in the training session.

Chalkboard or flipchart or newsprint

One set of overhead transparencies

One case study videotape

Additionally, you will need at least five copies of the following:

	UNITS							
	1	2	3	4	5	6	7	8
Dictionary of Occupational Titles, 4th ed., 1977, and Supplement, 1982		x						
Selected Characteristics of DOT Occupations		x						
Standard Occupational Classification Manual, 1980		x						
Standard Industrial Classification Manual, 1970, and Supplement, 1977		x						
Occupational Outlook Handbook, 1984-85 Edition				x				
Occupational Outlook Quarterly				x				
Exploring Careers				x				
Guide for Occupational Exploration				x				
Occupational Projections and Training Data, 1984 Edition				x				
Area Wage Survey				x				

	UNITS							
	1	2	3	4	5	6	7	8
State labor market information products from State Employment Security Agency office					x			
County Business Patterns					x			
Any examples of state career information products, SOICC products, or other relevant counseling related labor market information materials					x			
Vocational Preparation and Occupations, 3rd Edition, Volume 1		x						

Team Building

Essentially, three to five people who don't know each other, may never have heard of each other, and have not worked together are thrown together in a training situation. There is an overwhelming amount of material to present and for trainees to absorb. Given all of the egos involved, it is wise to take time initially to create a cohesive team working in concert to make these workshops an enjoyable experience for everyone.

In the beginning, team members might take some time discussing the ICDM program. It is important that everyone has a clear idea of the objective, focus, and content of the ICDM program.

An important second step is for team members to identify each person's strengths and areas of expertise as well as weak areas or areas of no interest. With these clearly spelled out, then roles, responsibilities, and goals can be formalized. Too, when this is accomplished, and all members know their own and everyone else's areas, they are more able to collect and filter new information to the appropriate person for use in the sessions. An example of this is one team member might read a magazine or journal article relevant to someone else's area and can pass along the information. This way, team members use each other for resources and support. Similarly, when there are specific tasks to be completed, be sure they are clearly identified and assigned. This is particularly crucial in setting up the guest speaker segment. Good communication is a must.

There can be a problem with this, however. Once competencies are assigned, there's a tendency for exclusive ownership to develop. One way to avoid this, besides confronting the phenomenon when it occurs, is to initially establish the set that this is a team effort and the success of the team depends on the contributions of each member, not any one individual over another. Each team member may have autonomy over his/her segment and presentation and an agreement should be set up ahead of time so expectations of what other team members are to do during the presentation and whether interrupting a presentation is acceptable are clear.

It is helpful for the team to meet several times for planning sessions and perhaps some social time also. One of the primary factors in the success of many ICDM workshops is the visible ease and comfort of team members with each other. Each team may accomplish this in their own fashion. Part of this comfort stems from getting to know each other and part of the feeling comes from spending adequate amounts of time in planning and preparation. When this happens, team members not presenting can still be involved and supportive.

When the training sessions are held in different parts of the state, make sure all team members have information about that particular area. The labor market analyst will have information on industries, employment, and any unique characteristics of this metropolitan statistical area. Local newspapers, the local economic development council, Private Industry Council, and Chamber of Commerce can all provide helpful information.

Prior to the first workshop, walk through the entire sequence. One of the best reasons to rehearse is that all of the team members see the whole picture and how each part builds on the last. Last minute creative ideas often emerge during this dress rehearsal as well as possible snags or questions. Then, after the first session, team members should plan to spend some time evaluating, revising and generally refining the presentation package. Several "areas" will emerge where some changes could improve the presentation. Working as a team to give feedback and suggestions for change builds cohesion among team members.

Even though the team has found an effective means to present the ICDM program, there still should be frequent contacts between sessions to maintain the cohesion. Changes can still be made as new LMI information is generated, or as members decide to try different approaches in their presentation style.

Delivery Techniques

There are many effective styles of delivery. Each person selects a method of teaching that is most effective and most comfortable. However, some of the training team may have had little experience teaching or training and may want some information about effective techniques. This section is for them. Keep in mind that the counselor educators on your team are excellent resources for training techniques.

One of the most effective methods for working with a training group is to listen to their expectations. Once you know what they want, you can tell them what you have to offer so they will know what to expect from you and be forewarned if there's a mismatch. Once their expectations have been aired, tell them what you're going to discuss and then discuss it. People generally like to know what they are going to hear.

If you're presenting totally new materials, like the OES data, tell them what their likely reaction will be. For most counselors, the reaction is feeling overwhelmed with all of the information and some level of panic when they see the OES data. If they are forewarned, they seem to be less resistant to the new information--at least they know you understand what they are feeling. Communicate this in a nonjudgmental manner.

Related to this, make explanations step by step and simple. Go slowly. It is important to remember that you know the information very well and understand it, while the participants may be hearing what you are explaining for the first time. Use relevant examples and anticipate questions that will arise. After the first session, or even after the dress rehearsal, the same questions appear time after time. Helpful, too, as part of the presentation, is to provide some suggestions for use in their setting. Essentially, if you can "put yourself in their shoes," understand what they want and feel, you can provide those answers. It's important to listen to the participants.

When giving explanations, as the major presenter, be sure to talk to the whole group. It's very easy when people are doing exercises and someone at one table asks a question to just respond to them. You might repeat the question so everyone can hear and respond to the group as a whole. If you don't do this, the same question may be asked again and again or people at another table will get frustrated because they'll think they may be missing something. Doing the exercises works best when someone is directing and responding.

Slip in some humor. A relevant comic strip, cartoon, or joke helps people relax, gets rid of tension. One labor market analyst said, at a time when people were frantically trying to find answers to an exercise, "Did you know 88 percent of statistics are made up on the spot?" A short silence and a long laugh and good humor was restored so people could complete the exercise less tense.

Make sure the other members of your team are familiar with the information that you're presenting. They can circulate and be helpful to participants. Also, when they hear a question that would be helpful for everyone to have answered, they can direct that question to you. Sometimes participants feel so overwhelmed they do not ask questions directly, just remain lost.

Probably the key to any delivery is to be comfortable with yourself, both with your material and in your role with the group. Interacting with the group during the session helps break down some barriers. And understanding that people are here because they don't have this information and want to get it can help make a presenter more comfortable and relaxed.

Each of the ICDM competencies contains a section called training tips. These are methods that have been successfully used by trainers to present information. Use these as they fit. All won't be equally helpful and some may not work. Or, you may create some methods of your own. It's important that you select your own style and techniques to fit you. Remember, you have additional sources of techniques and support from your team members.

The ICDM curriculum covers the major types of labor market information available in all states. Each State Employment Security Agency has options about what and how to produce products that may be useful for counselors. Therefore, it will be important prior to the delivery of training in your state to assess what products and publications are available from:

- Research and Statistics Division of your State Employment Security Agency
- Your State Occupational Information Coordinating Committee (SOICC)
- Any state Career Information Delivery System (CIDS)
- Other educational, economic development, or business agencies which may produce data.

You should collect and analyze all information and products available in your state and integrate them into the curriculum as they fit. You must plan to:

A. Contact the Research and Analysis (R&A) Chief or labor market information analyst from the local State Employment Security Agency (SESA) office and invite representation to present the local labor market information in Unit 5, as well as possible presentations on labor market concepts and information in Units 2, 3, and 4.

B. Contact your state SOICC director concerning any data products or information the SOICC may have access to or produce. The SOICC director will be able to tell you the status of career information systems in your state. Invite the SOICC director to attend and talk about the work of that office in Unit 3, Competency 3.

C. Invite a representative of any state Career Information Delivery System (CIDS) to demonstrate that system if such a system is operative in your state and the counselors you will be training do not have access or knowledge of it, in Unit 3.

These representatives from data producing and data coordinating agencies in your state will form, with you, the team which can deliver the best training in LMI. Work with the LMI analyst, SOICC director, and CIDS representative to plan the training and share responsibilities. Provide the LMI analyst with a copy of this training manual. Provide copies of the manual to others also, if appropriate.

You will also contact local business and labor representatives to present their local labor market perspectives in Unit 8.

Effective Use Of Guest Speakers With The ICDM Curriculum

In various sections of the ICDM curriculum, guest speakers are suggested for either the primary presentation or as resource persons. Guest speakers for ICDM usually include: A CIDS user (Unit 3); a business leader and a union representative (Unit 8); and one or more representatives of the military (Unit 9). In addition, local labor market analysts have been used successfully in either Unit 5 or Unit 8.

First, decide whether or not you want to include one or more guests as presenters in your ICDM training program: Consider the perspective which a speaker could add to the curriculum. If the perspective is limited, consider whether the addition of a second speaker would round out the presentation. The time available will be a factor, since each speaker should be allotted enough time to present his/her point of view. Consider also how much time you have to orient the presenters. This orientation is critical since you are responsible for the speakers accomplishing your intended objectives. After you have decided how many presenters you want, make a list of potential speakers. If the training will be in a community other than your own, contact people in your community who are likely to have ties with their professional counterparts in the city where the training is to be held; ask them for recommendations. Prioritize the list of potential speakers, using such factors as expertise, perspective, excellent presentation skills, political clout, etc. Factors such as gender, race, age, or handicap may be used to "balance" your training session to more accurately reflect the demographic makeup of your region. If, for example, you could use a female military officer to describe military opportunities, you may greatly enrich the presentation.

Contact the first name on your list (for each type of presentation). After telling them briefly about ICDM, telling them when you would like them to present, and securing a "yes, I will be there" answer to your request, ask for a meeting time when you can get together prior to the dates of the training. ICDM trainers have learned that face-to-face orientations are most effective to secure the fullest understanding of your mission on the part of the guest presenter. Alternately, a detailed letter followed by a phone call prior to the training dates--and perhaps a brief meeting the evening before the training begins--can be used to orient the guest presenter.

Several handouts have been prepared to help you orient speakers to ICDM. The first is a brief overview of the purpose and content of ICDM. The second is a checklist of things you should tell or ask the speaker prior to the training date. And the third is a list for use by the guest speaker. All items are found in the Introduction section.

OVERVIEW OF "ICDM" FOR GUEST PRESENTERS

"ICDM" stands for "Improved Career Decision-Making" through the use of labor market information.

A significant factor contributing to both high youth unemployment and serious labor shortages is the fact that young people are either inappropriately or inadequately prepared for successfully entering the work force. Many students receive faulty information about the world of work and the jobs that will be available, while others receive no information at all. And counselors are often unfamiliar with the information and resources useful in directing students toward satisfying employment.

Addressing this need, the U.S. Department of Labor and the State Occupational Information Coordinating Committee in this state have developed an in-service training program called "ICDM" which focuses on our state, its occupations and on its information resources which will help counselors help individuals make effective career decisions. The program provides each counselor with large quantities of technical information and opportunities to practice using it. Lectures and explanatory information are also provided.

Opportunities to meet, hear, and talk to experts have consistently been the highlights of the training sessions whenever this type of training has been presented before. For this reason, the time you spend with the counselors participating in this training session is certain to be greatly appreciated! You can bring your information to life for these counselors, especially ____________________________

____

____.

The ICDM organizers expect __________ counselors to attend the session which you will be presenting. They may come from public schools, vocational rehabilitation agencies, or employment offices.

To give you an idea of where your presentation fits into the overall agenda, the major topic headings are listed below with an asterisk added next to the unit in which you will participate.

Unit 1 - Career decision-making and the role of labor market information

Unit 2 - Exploring concepts of the labor market

Unit 3 - Labor market information--What it is and where to get it

Unit 4 - National labor market information

Unit 5 - State and local labor market information

Unit 6 - Some limitations of labor market information

Unit 7 - The role of organized labor

Unit 8 - Labor market perspectives from business and labor

Unit 9 - Exploring the "military"

Unit 10 - Counselors' action plans

CHECKLIST FOR ARRANGING PRESENTATIONS BY GUEST SPEAKERS

____ 1. Confirm date, time, place, honorarium, (if any), and how long the speakers will have in which to do the presentation.

____ 2. Find out where the presenter will park; check if there is a delivery entrance if the speaker will be bringing quantities of materials or equipment. Giving the presenter this information.

____ 3. Decide what objectives you have for the presenter's presentation. Communicate these objectives as clearly as you communicate the subject matter which you would like to have covered.

____ 4. Ask the presenter about any needed equipment such as projectors or microphones. (Bringing an electrical extension cord is good insurance.)

____ 5. Tell the presenter everything you can about how to present information to this group (examples in which they would relate, the energy level that they're likely to have right before lunch, etc.), especially if the presenter has not talked to similar groups before.

____ 6. Feel free to suggest topics that you would like to have covered, whether it is something general such as "Can you discuss how you see this area changing in the next five years?" or something specific such as "I'd be interested in hearing whether the new electronics factory in town has hired many graduates from the local community college."

____ 7. Describe the ICDM manual content which relates to the speaker's presentation so that they can react to it, if they wish. Related to this would be to brainstorm questions that counselors may have about the speaker's area of expertise.

____ 8. Ask the speaker how he/she would like to be introduced. (However the introduction is done, it will need to include the person's credentials which prompted you to invite them to speak.)

____ 9. Plan to introduce not only the speaker but also the topic and the objectives to be met so that the audience will know what to be listening for (and what questions to ask).

____10. If a question-and-answer period is a substantial part of the presentation, here's a suggestion for getting the audience to ask meaningful questions: Divide the group into groups of three. Give the groups five minutes to develop two good questions for the speaker. Have the group write one question per note card. Collect the cards, adding two or three of your own. Eliminate duplicate questions and hand the cards to the presenter. He/she organizes the cards and answers as many as possible, saving a few minutes for questions arising from answers to earlier questions.

CHECKLIST FOR GUEST SPEAKERS

____ 1. Confirm date, time, place, honorarium (if any), and length of your presentation.

____ 2. Confirm the expectations about the content of your presentation.

A. Find out what "ICDM" training is supposed to accomplish.

B. Ask which objectives you are supposed to accomplish.

C. Find out who your audience will be, how familiar they are likely to be with your content area, and what kinds of questions they might ask.

D. Tell your contact person how you would like to cover the content in relation to the objectives.

____ 3. In terms of delivering your presentation:

A. Decide if you need any equipment to present your message. Let your contact person know, even if you are bringing everything you need. (This will alert them to the need for electrical outlets, etc.)

B. Consider how you can teach your audience the necessary vocabulary to understand your area of expertise. For example, if the audience will need to know many computer-related terms, a sheet of paper with the definitions would be appreciated.

C. Plan the content as you would pack for a trip to Europe--in other words, make a list of what is important and then see if it can be lightened even further. Planning for a brief presentation will allow you the luxury of embellishing your narrative with interesting examples and still cover your entire agenda.

D. Introduce controversy, if you wish. While the major purpose of the ICDM is to train counselors, it is still important for the human perspective to be presented. And you were invited because you have an important perspective to offer. Besides, controversy holds participants' attention, especially if it comes right before or right after lunch.

E. Allow time for questions.

F. If possible, bring items to heighten visual interest. (Are there brochures, displays, charts, or slide shows you could include?)

IMPROVED CAREER DECISION MAKING

3-Day Agenda

DAY 1

	Introduction	9:00 a.m. - 10:00 a.m.
Unit 1	Career Decision Making and the Role of LMI	10:00 a.m. - 11:00 a.m.
Unit 2	Exploring Concepts of the Labor Market	11:00 a.m. - 12:00 Noon
Unit 2	Exploring Concepts of the Labor Market	1:30 p.m. - 3:30 p.m.
Unit 3	LMI--What It Is and Where To Get It	3:30 p.m. - 4:30 p.m.

DAY 2

Unit 3	LMI--What It Is and Where To Get It	9:00 a.m. - 10:00 a.m.
Unit 4	National Labor Market Information for Counseling	10:00 a.m. - 12:00 Noon
Unit 5	State and Local LMI for Counseling	1:30 p.m. - 4:30 p.m.

DAY 3

Unit 6	Defining Limits for LMI	9:00 a.m. - 9:30 a.m.
Unit 7	The Role of Organized Labor	9:30 a.m. - 10:00 a.m.
Unit 8	Labor Market Perspectives from Business and Labor	10:00 a.m. - 12:00 Noon
Unit 9	Exploring the Military for Career Decision Making	1:30 p.m. - 2:30 p.m.
Unit 10	ICDM Counselor Action Plan	2:30 p.m. - 4:30 p.m.

The instructor will allow a 10-15 minute break each morning and afternoon; specific times will vary.

ICDM WORKSHOP TIME FRAME

3-Day Format

	Introduction	1 Hour
Unit 1	Career Decision Making and the Role of LMI	1 Hour
Unit 2	Exploring Concepts of the Labor Market	3 Hours
Unit 3	LMI--What It Is and Where To Get It	2 Hours
Unit 4	National Labor Market Information For Counseling	2 Hours
Unit 5	State and Local LMI for Counseling	3 Hours
Unit 6	Defining Limits for LMI	30 Minutes
Unit 7	The Role of Organized Labor	30 Minutes
Unit 8	Labor Market Perspectives from Business and Labor	2 Hours
Unit 9	Exploring the Military for Career Decision Making	1 Hour
Unit 10	ICDM Counselor Action Plan	2 Hours
	TOTAL	18 Hours

Each day will be scheduled for a 9:00 a.m. - 12:00 Noon morning session, 12:00 - 1:30 p.m. lunch break, and a 1:30 p.m. - 4:30 p.m. afternoon session.

A 10-15 minute break each morning and afternoon should be incorporated into agenda as instructor sees fit. Time agenda is included only as a guide.

2-Day Format

IMPROVED CAREER DECISION MAKING WORKSHOPS

(8:00 a.m. START)

Day One

8:00 a.m. - 8:20 a.m.	Introduction	
8:20 a.m. - 9:05 a.m.	Unit 1:	Career Decision Making and the Role of LMI
9:05 a.m. - 9:25 a.m.	Unit 2:	Exploring Concepts of the Labor Market (Competencies 1 & 2)
9:25 a.m. - 9:40 a.m.	Break	
9:40 a.m. - 11:30 a.m.	Unit 2:	Exploring Concepts of the Labor Market (Competencies 3, 4 & 5)
11:30 a.m. - 12:30 p.m.	Lunch	
12:30 p.m. - 2:00 p.m.	Unit 3:	LMI--What It Is and Where To Get It
2:00 p.m. - 2:10 p.m.	Break	
2:10 p.m. - 3:30 p.m.	Unit 4:	National Labor Market Information for Counseling

Day Two

8:00 a.m. - 9:30 a.m.	Unit 5:	State and Local LMI for Counseling (Competencies 1-4)
9:30 a.m. - 9:45 a.m.	Break	
9:45 a.m. - 10:30 a.m.	Unit 5, Video Case Studies	
10:30 a.m. - 10:45 a.m.	Unit 6:	Defining Limits for LMI
10:45 a.m. - 11:05 a.m.	Unit 7:	The Role of Organized Labor
11:05 a.m. - 11:30 a.m.	Unit 9:	Exploring the Military for Career Decision Making
11:30 a.m. - 12:30 p.m.	Lunch	
12:30 p.m. - 1:45 p.m.	Unit 8:	Labor Market Perspectives from Business and Labor
1:45 p.m. - 1:55 p.m.	Break	
1:55 p.m. - 3:30 p.m.	Unit 10:	ICDM Counselor Action Plan

2-Day Format

IMPROVED CAREER DECISION MAKING WORKSHOPS

(8:30 a.m. START)

Day One

8:30 a.m. - 8:50 a.m.	Introduction	
8:50 a.m. - 9:35 a.m.	Unit 1:	Career Decision Making and the Role of LMI
9:35 a.m. - 9:55 a.m.	Unit 2:	Exploring Concepts of the Labor Market (Competencies 1 & 2)
9:55 a.m. - 10:10 a.m.	Break	
10:10 a.m. - 12:00 Noon	Unit 2:	Exploring Concepts of the Labor Market (Competencies 3, 4 & 5)
12:00 Noon - 1:00 p.m.	Lunch	
1:00 p.m. - 2:35 p.m.	Unit 3:	LMI--What It Is and Where To Get It
2:35 p.m. - 2:45 p.m.	Break	
2:45 p.m. - 4:00 p.m.	Unit 4:	National Labor Market Information for Counseling

Day Two

8:30 a.m. - 10:00 a.m.	Unit 5:	State and Local LMI for Counseling (Competencies 1-4)
10:00 a.m. - 10:15 a.m.	Break	
10:15 a.m. - 11:00 a.m.	Case Studies	
11:00 a.m. - 11:15 a.m.	Unit 6:	Defining Limits for LMI
11:15 a.m. - 11:30 a.m.	Unit 7:	The Role of Organized Labor
11:30 a.m. - 12:00 Noon	Unit 9:	Exploring the Military for Career Decision Making
12:00 Noon - 1:00 p.m.	Lunch	
1:00 P.M. - 2:15 p.m.	Unit 8:	Labor Market Perspectives from Business and Labor
2:15 p.m. - 2:30 p.m.	Break	
2:30 p.m. - 4:00 p.m.	Unit 10:	ICDM Counselor Action Plan

WEEKEND FORMAT

IMPROVED CAREER DECISION MAKING WORKSHOP

SPLIT DAY AGENDA

Day One

4:00 p.m. - 5:10 p.m.	Introduction and	
	Unit 1:	Career Decision Making and the Role of LMI
5:10 p.m. - 5:30 p.m.	Unit 2:	Exploring Concepts of the Labor Market (Competencies 1 & 2)
5:30 p.m. - 5:40 p.m.	Break	
5:40 p.m. - 7:30 p.m.	Unit 2:	Exploring Concepts of the Labor Market (Competencies 3, 4 & 5)
7:30 p.m. - 7:40 p.m.	Break	
7:40 p.m. - 8:00 p.m.	Unit 3:	LMI--What It Is and Where To Get It (Competency 3)
8:00 p.m. - 9:00 p.m.	Unit 4:	National Labor Market Information for Counseling

Day Two

8:00 a.m. - 9:00 a.m.	Unit 3:	LMI--What It Is and Where To Get It (Competencies 1 & 2; Case Studies)
9:00 a.m. - 9:30 a.m.	Unit 5:	State and Local LMI for Counseling, Part I
9:30 a.m. - 9:45 a.m.	Break	
9:45 a.m. - 10:30 a.m.	Unit 5:	State and Local LMI for Counseling, Part II
10:30 a.m. - 11:30 a.m.	Case Studies - Video	
11:30 a.m. - 11:45 a.m.	Unit 6:	Defining Limits for LMI
11:45 a.m. - 12:45 p.m.	Lunch	
12:45 p.m. - 1:10 p.m.	Unit 7:	The Role of Organized Labor
1:10 p.m. - 1:30 p.m.	Unit 9:	Exploring the Military for Career Decision Making
1:30 p.m. - 2:20 p.m.	Unit 8:	Labor Market Perspectives from Business and Labor
2:20 p.m. - 2:30 p.m	Break	
2:30 p.m. - 4:00 p.m.	Unit 10:	ICDM Counselor Action Plan

AGENDA FOR NON-CONSECUTIVE DAY WORKSHOP

As competition becomes stronger for jobs, relevant information on occupations and industries is vital for intelligent career choices. The ICDM program is designed to introduce new concepts and labor market information resources that will be useful for career counseling.

The labor market information presented is from local, state and national sources. These publications present up-to-date information on occupations and industries to expand knowledge for better informed career choice.

In order to provide more time to use the resources, the workshop is given in two non-consecutive days. One objective for this format is that each participant will have some time to use some of this information with clients prior to the second day. Built into the second day is some consulting time where participants can discuss their experiences with the resources.

Day One	8:30 a.m. - 4:00 p.m.
8:30 - 8:50	Introduction
8:50 - 9:35	Unit 1
9:35 - 9:55	Unit 2, Competencies 1 and 2
9:55 - 10:10	Break
10:10 - 12:00	Unit 2, Competencies 3, 4, & 5
12:00 - 1:00	Lunch
1:00 - 2:30	Unit 3
2:30 - 2:40	Break
2:40 - 3:30	Unit 4
3:30 - 4:00	Homework Assignment - Action Plan for interim--using available resources.

Suggested Activities for Action Plan

1. Use Matrix with one client per day to identify resources for career exploration and choice.

2. Identify two clients. Write brief case study of each. Specify what resources you would use in career decision-making with these clients and describe the process.

3. Use hand out in process for use of the Matrix as outlined in the trainer's manual.

4. Be prepared to discuss one of your clients, use of the resources, and how you used the Matrix for exploration.

Day Two	2-3 Weeks Later
8:30 - 9:30	Consultation and discussion of experiences with clients and use of resources.
9:30 - 10:30	Unit 5
10:30 - 10:45	Break
10:45 - 11:30	Case Studies
11:30 - 11:45	Unit 6
11:45 - 12:00	Unit 7
12:00 - 1:00	Lunch
1:00 - 2:15	Unit 8
2:15 - 2:25	Break
2:25 - 2:45	Unit 9
2:40 - 4:00	Unit 10

ACTION PLAN

1. I will see ____________ clients for career counseling and will use the Matrix and the following resources to help them.

2. I will prepare ________ case study(s) for discussion at the next workshop.

TRAINER'S GUIDE

ICDM EVALUATION MATERIALS

Workshop Site ______________________________

NAME ______________________________

Work Setting: (Circle One)

Secondary School	ES	JTPA	Rehab	Corrections
2-year Postsecondary	4-year Postsecondary	Other __________________		

PRE_______ COMPETENCY MEASURE POST_________

Directions: For each competency statement that follows, circle the number of the phrase which best reflects your present knowledge or skill:

3. I am exceptionally competent: I could teach this to others.

2. I am very competent; I have most of the information or skills in this competency.

1. I am minimally competent: I have minimum information or skills in this competency.

0. I am not competent in this area.

COMPETENCE (Circle One)		COMPETENCY STATEMENTS
		I can . . .
3 2 1 0	1.	identify similar job functions performed by counselors in all work settings (Job Service, secondary schools, postsecondary institutions, Job Training Partnership Act programs, vocational rehabilitation, etc.), and some job functions which are unique to some of the settings.
3 2 1 0	2.	list economic and demographic factors that may impact on career decision-making by clients.
3 2 1 0	3.	describe the function of labor market information in career decision-making.
3 2 1 0	4.	define a labor market.
3 2 1 0	5.	characterize and explain the significance of internal labor markets.
3 2 1 0	6.	define the concepts of employment, unemployment, and underemployment, and provide three explanations for unemployment.
3 2 1 0	7.	name and describe one major industrial and two occupational classification systems, and can name the source for cross referencing different occupational classification systems.
3 2 1 0	8.	identify the three labor market information decision areas and understand how they are interrelated.
3 2 1 0	9.	define labor market information.
3 2 1 0	10.	name the major agencies and programs responsible for the development and dissemination of labor market information.
3 2 1 0	11.	list key national labor market information resources and briefly state their uses for counseling clients in career decision-making.
3 2 1 0	12.	name a source of local labor market information on occupational employment in industries, and demonstrate how to use it to answer questions on current occupational employment in the labor market.

I can . . .

3 2 1 0 13. name a source of local labor market information on projected employment in occupations and industries, and demonstrate how to use it to answer questions on future employment in the labor market.

3 2 1 0 14. list two sources of local labor market information on employment in industry and demonstrate how to use them to provide information on current industrial employment.

3 2 1 0 15. list at least two other publications or data sources available from state data producing agencies, and describe their major contents.

3 2 1 0 16. describe some data use cautions for using labor market information with clients.

3 2 1 0 17. describe the role of the American labor movement in the labor market.

3 2 1 0 18. describe some business practices, and union characterstics and requirements related to job placement and career opportunities in the local labor market.

3 2 1 0 19. describe career and education opportunities available in the military through both enlisted and officer programs.

3 2 1 0 20. describe the recruitment process, testing and qualifications for enlistment in the military.

3 2 1 0 21. generally describe the enlisted programs for each of the four Armed Services.

3 2 1 0 22. generally discuss salary, benefits and other types of compensation associated with the Armed Services.

3 2 1 0 23. develop an action plan to implement a series of activities designed to improve career decision-making with clients.

Answers to the pre/post test True-False questionnaire.

1. T
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. F
10. T
11. T
12. T
13. F
14. T
15. T
16. F
17. T
18. F
19. T
20. T
21. T
22. T
23. F
24. F
25. T
26. T
27. a
28. b
29. b
30. c
31. b
32. d
33. c
34. a
35. d
36. c
37. d

____

NAME OR IDENTIFIER
(Used for Group Summaries Only)

ICDM

_____Pretest   Please check either pretest or posttest   _____Posttest

For items 1-26, circle "T" if you believe the statement to be true, or "F" if you believe the statement is false.

T   F   1. The manufacturing sector of the U.S. economy employed roughtly 21.4 percent of the labor force in 1982.

T   F   2. Despite overall decreasing birthrates nationally, those for minority groups have not declined substantially.

T   F   3. The percentage of the U.S. population living in metropolitan areas has decreased during the last thirty years.

T   F   4. The Tiedeman-O'Hara career development model consists of three stages: 1) exploration, 2) crystallization, and 3) specification.

T   F   5. Labor market information plays a key role in the exploration and crystallization stages of the Tiedeman-O'Hara model.

T   F   6. A labor market may be defined as a geographic area in which a person can change jobs without changing residence.

T   F   7. Women likely will account for two of every three additions to the labor force during the next decade.

T   F   8. To be counted as employed, a person must work an average of at least eight hours per week.

T   F   9. Unemployment figures include individuals who are looking for work, and those who have given up looking.

T   F   10. The SIC manual is a system of industrial classification, divided into ten major divisions.

T   F   11. Industries are classified according to the type of goods or services they produce.

Continued.......

T F 12. The DOT is the most comprehensive source of occupational titles and definitions available.

T F 13. The first three digits of the nine digit DOT code refer to worker functions classified as data, people, and things.

T F 14. One can access information from the DOT either by code number, by occupational title, or by industry designation.

T F 15. The SOC Manual was developed to improve knowledge of the interrelationship between occupations and demographic characteristics by establishing common definitions and classifications.

T F 16. The VPO provides a crosswalk for linking a variety of industrial classification systems.

T F 17. The first question, when counseling with labor market information, should address the client's geographical mobility.

T F 18. An advantage of the Occupational Outlook Handbook is its system for providing local employment data.

T F 19. The Employment Service (ES) generates and publishes data on the local labor market.

T F 20. Each industry has a unique composition of occupations which is different from any other industry.

T F 21. The OES program provides occupational projections at the state level.

T F 22. The monthly LMI Newsletter provides data on employment, labor force, hours and earnings.

T F 23. The AFL-CIO is currently the largest union in the United States.

T F 24. Union membership in the U.S. has grown to the point where it now comprises about 40 percent of the total labor force.

T F 25. States that do not have right-to-work laws have about twice as many union members, per capita, as do right-to-work states.

T F 26. The Military can offer training guarantees to individuals who show special aptitudes on the ASVAB recruiting test.

Continued......

For items 27-37, circle the letter corresponding to each correct answer.

27. Which statement best describes structural unemployment?

    a. It is caused by a mismatch between worker skills and available job openings.
    b. It is the temporary joblessness of individuals who are either between jobs or are looking for their first job.
    c. It is caused by changes in the level of business activity during the course of a business cycle.
    d. It is caused when people become so discouraged that they quit looking for work.

28. Which of the following statements would not describe an internal labor market.

    a. Movement is largely vertical within families of jobs; lateral mobility among jobs of similar status is restricted.
    b. Wages and benefits are attached to production and are negotiated on an individual basis.
    c. Many jobs are filled only by promotions within the firm.
    d. Skills are acquired through on-the-job-training.

29. A good example of an occupational cluster is

    a. Retail Trade
    b. Vocational and educational counselors
    c. Banking
    d. Forestry

30. A key resource that organizes occupations into 12 interest areas and 66 work groups is

    a. the DOT
    b. the SOC Manual
    c. the GOE
    d. the VPO

31. A popular resource that is revised every two years, groups occupations according to the Standard Occupational Classification system, and provides a variety of information about selected occupations is

    a. the DOT
    b. the OOH
    c. Selected Characteristics of Occupations in the DOT
    d. the VPO

Continued.......

32. A resource that provides frequently updated occupational information, organizes and synthesizes information from a variety of sources, and reviews new techniques and counseling aids is

a. Occupational Projections and Training Data
b. the GOE
c. OES Staffing Patterns
d. the Occupational Outlook Quarterly

33. An industry staffing pattern

a. shows the relative wage rates among industries.
b. provides forecasts of major occupational growth within industries.
c. describes how employment is distributed among occupational categories within an industry.
d. provides labor turnover rates in selected industries.

34. If you wanted to use a resource that classifies industries, you would most likely turn to

a. the SIC Manual
b. the U.S. Industrial Outlook
c. the GOE
d. the VPO

35. A world-of-work orientation device especially useful for younger students is

a. the GOE
b. the DOT
c. Selected Characteristics of Occupations in the DOT
d. Exploring Careers

36. A resource that is organized by Work Groups and provides information on physical demands, environmental conditions, and training time is

a. the GOE
b. the VPO
c. Selected Characteristics of Occupations in the DOT
d. the OOH

37. All uses of labor market information are subject to cautions because of limitations

a. attributable to measurement and procedure errors, and representation of sample.
b. related to timeliness of use and geographical relevance.
c. caused by nomenclature.
d. all of the above.

ICDM TRAINER'S WORKSHOP SUMMARY*

oo Trainer's Name ______________________________

Address and Phone ______________________________

____

____

oo Workshop State
and Site ______________________________

oo Participants

Schools ______________________________

Job Service ______________________________

JTPA ______________________________

Rehabilitation ______________________________

Corrections ______________________________

Other ______________________________

____

TOTAL ______________________________

°° Curriculum Unit Presentations

Unit	Amount of Time	Which Trainer	Major Topical Emphasis
1			
2			
3			
4			
5			
6			
7			
8			

*Trainers are urged to complete a summary after each workshop. This will be useful for final evaluation.

°° In this particular workshop, which unit was the most successful? Why?

- In this particular workshop, which unit was the least successful? Why?

- List the LMI products presented by the LMI analyst of the State Employment Security Agency.

- Who (what organization or firm) was represented to present the business perspective in Unit 8?

- Who (what organization or union) was represented to present the union perspective in Unit 8?

°° How did you approach completing the Action Plan?

°° What are the two most striking changes or innovations you introduced into the workshop? (Please enclose copies of any materials developed.)

°° Briefly list the training responsibilities and how they were shared:

Counselor Educators:

Research and Analysis:

SOICC:

CIDS:

UNIT 1

TRAINER'S GUIDE

CAREER DECISION MAKING AND THE FUNCTION OF LABOR MARKET INFORMATION

TRAINER'S GUIDE TO UNIT 1

GETTING STARTED

Objectives:

1. To introduce participants to ICDM topics and time frame
2. To introduce participants to trainers and each other
3. To clarify expectations and needs of participants
4. To set climate to be open, warm and participative
5. To promote interaction among participants

TIME: 60 Minutes (3-Day); 45 Minutes (2-Day)

ACTIVITY: Group interaction, short presentation by trainer, introductions

A SUGGESTED SEQUENCE FOR GETTING STARTED

If participants have to complete any forms or the pretest, have them do this when they arrive. Most people arrive early and the workshop can still begin on time and they can get right into the program. The pretest should be administered formally with appropriate instructions.

At this time be certain that participants are seated in small groups four to six to a table depending on the table size. Round tables are best; they provide more possibilities for the group to interact and share materials.

Begin the formal session with one of the career related activities described below. Size of group and amount of time set aside for this activity should be taken into consideration. When choosing an activity, a counselor educator is ideal to direct this activity.

When activity is completed, a trainer (we suggest the SOICC director) can introduce the training team and attend to the housekeeping duties. People may have concerns about lodging, meals, breaks, location of restrooms, and the schedule for the week.

The next step is an overview of what ICDM is and how the curriculum was developed. Transparencies are helpful with this presentation. With this completed, workbooks can be distributed and participants encouraged to look through this volume. The SOICC director can complete this task effectively.

Then, if participants haven't introduced themselves, have them do so. With a counselor educator as a facilitator, participants should introduce themselves, identify their jobs/agency/institution and talk briefly about their reason for attending this workshop. As these are expressed, another team member can list these needs on newsprint.

Discussion Topics

1. What is ICDM?
2. Similarity of needs.
3. Which of these can be met by workshop?

Use transparencies:
1 - What is ICDM?
2 - How is ICDM Delivered?
3 - What does ICDM Teach?

Activities

TIME: 15 Minutes

The Shield exercise serves as a good group "ice breaker" to allow the group to get acquainted. Have the participants work together at tables. After each person fills out the shield, ask them to share their shields with each other. Or, use another favorite training technique to give the group some time to get acquainted. In one workshop, the trainers asked participants to pair up, share some work history and specific expectations for the workshop. Then each pair took turns introducing each other to the group. Other ice breaker techniques include the "Career Keno" game introduced by the state of Washington; and the non-verbal "Cocktail Party" used by the Connecticut training team.

Career Keno Example included. Instruct participants to find one person who has done what a square defines and sign their name. This can be tailored to specific groups.

Cocktail Party Instruct participants to mill around and talk to each other as if they were at a cocktail party. This can be verbal or non-verbal and topics of conversation can be specified, e.g., only talk about jobs/occupations you've had. Non-verbally, people would simply greet each other.

Use of Additional Resources

The need for additional materials or resources will become apparent as participants discuss their needs.

Teaching Tips

1. Involve the SOICC director early. This gives visibility to a primary state resource and establishes his/her link with NOICC since many programs are funded by NOICC.

2. Involve counselor educators early to direct activities and facilitate group interaction.

3. Explain that the competency based curriculum is designed to teach them skills that they can incorporate into their counseling process regardless of the type of agency or institution in which they work.

4. Review the agenda. Give them an idea of how they will be spending their time. Review major objectives.

5. Discuss the idea of the creation of their own action plan.

UNIT 1, COMPETENCY 1: Discussion of Shared Job Functions

Time: 15 Minutes (for both 2 and 3 day workshops)

Activity: Group discussion; brief presentation

A. OBJECTIVES

1. To have counselors from various settings understand each other's jobs.
2. To introduce the concept of collaboration between various agency counselors for services to clients.
3. To introduce concept of collaboration in helping identify, use of, and sharing of labor market information.
4. Link historical events to creation of vocational needs that agencies are developed to serve, thus making definition of vocational guidance or career guidance fluid.

B. DISCUSSION TOPICS

1. Describe the evolution of vocational guidance from Frank Parson's time until the present.
2. Explain the concept that each agency or institution defines the term vocational guidance according to the population which they serve and the prevailing philosophy of the setting.

3. Ennumerate the four views of vocational guidance as outlined by Super (1-10) and identify the philosophy underlying ICDM - helping individuals with overall career development.

4. Explain the concept that though vocational guidance counselors work in different settings, they do many similar tasks.

5. Explain that vocational guidance counselors also do some different types of tasks.

6. Identify similar and unique functions of counselors in their different settings.

Use Transparencies:
4 - What are the Job Duties of ....
5 - What responsibilities do all counselors have in common?

7. Ask for stereotypes--what do you think ES counselors do? School counselors? Etc.

Similar Job Functions and Charactersitics

- All do testing or get it done
- Work with people individually
- Have to cope with paper work
- All work in a system with rules and regulations
- All try to help clients realize their potential
- All fight off stereotypes
- All provide access to information
- All work as listeners
- Set up lines of communication
- Help people get training for jobs
- Serve as mediators
- Have little upward mobility
- Deal with groups, or specific groups, or ages
- Interview clients
- Need evaluation tools
- Have limited resources
- Use community services
- Gather information
- COUNSEL FOR CAREER DECISION-MAKING

Potentially Different Job Functions and Characteristics

- Ages of clients may vary
- Some work with groups
- What one can offer in terms of resources
- Some clients pay
- Clients vary economically
- Some dress differently
- Clients' needs vary
- Amount of time one can spend with client
- Source of funding
- Kinds of testing given
- Are evaluated by different criteria

- Requirements for own training and education
- Counseling style
- Long term and short term goals
- Some may use medical data

3. Discuss advantages for counselors from different settings to participate in the same workshop. They all do a common activity--career counseling--and this workshop will strengthen their skills.

4. Discuss collaboration and networking. Use examples of how they might work together or use their networks.

C. ACTIVITIES

1. Use flip chart to list similarities and differences.

2. Use team as an example of collaboration.

D. USE OF ADDITIONAL RESOURCES

Identify needed information from needs expressed by trainees.

E. APPLICATIONS FOR SPECIAL POPULATIONS

1. Stress the similarity of process for everyone engaged in career decision-making.

2. Identify the differences and how these affect career decisions.

F. TRAINING TIPS

1. In discussion of the history of vocational guidance, identify effect of world events on guidance. It seems to make more sense to people if events are identified, e.g., World War I, Depression with resulting career problems, and the idea presented that these events create needs and agencies/institutions are formed to meet these needs (guidance is reactive), and the definition of vocational guidance depends on the need they are filling. If time permits, they can identify current events and the effect of their agencies or their own philosophies.

2. Hang the newsprint on the walls for continued perusal.

3. Place a list of the most frequently used acronyms on newsprint on the wall. At the beginning of Unit One, identify and acknowledge the "special language" we develop that provides barriers. Quickly identify those that will be covered during this day. At the end of the day, review the list. Do this each day.

G. ANSWERS TO EXERCISES

N/A

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UNIT 1, COMPETENCY 2: Economic and Demographic Factors

Time: 30 Minutes (3-day); 15 Minutes (2-day)

Activity: Small group discussion and brainstorming; large group sharing; short presentation by trainer

A. OBJECTIVES

1. To raise participants' awareness of economic and demographic factors affecting the labor market.

2. To generate lists of economic and demographic factors that underscore the need for careful career decision making by clients.

B. DISCUSSION TOPICS

1. Recent news headlines

2. What are futurists telling us about the changing workplace?

3. What is happening to local business and industry?

4. Why is it important for counselors and clients to consider economic and demographic factors?

Use transparencies:
6 - Economic and Demographic Factors
7 - Workers in Prime Working Ages

C. ACTIVITIES

1. Discussion led by trainer(s), either large or small group. Factors generated should be written in participant workbooks.

D. USE OF ADDITIONAL RESOURCES

1. Newspapers and news magazines
2. Census data
3. Local Service Delivery Area may have demographic data
4. *Megatrends*
5. *The Third Wave*
6. Other futures oriented publications

E. APPLICATIONS FOR SPECIAL POPULATIONS

1. How do these variables affect job entry for special populations?
2. How do they affect advancement? Stability? Competition?
3. What are implications for people who are out of the mainstream?

F. TRAINING TIPS

1. Having some economic/demographic facts to give as examples when introducing this competency helps get a discussion started; e.g.:

   > It has been estimated that 70 percent of the jobs people will be doing in the year 2000 don't exist today.

We now have the fourth largest Spanish speaking population in the world. By the year 2000, much of the U.S. will be a bilingual society.

About 80 percent of our population growth since 1980 has been in the Sun Belt; half of the growth has been in three states: California, Texas, and Florida.

In 1983, we reached the point where there are now more people over 65 than there are teenagers in the U.S.

Examples of economic and demographic factors which could be generated include the following:

- economic growth and rapid changes
- technological advances
- obsolescence of certain jobs.
- ethnic factor: how large, how many competing
- plant closings
- degree of non-English speaking population
- age of population
- education facility available
- seasonability
- strikes, layoffs
- natural resources
- amount of Federal money available
- new industry
- degree of worker seasonability
- quality of education available
- local political atmosphere
- attitudes toward women
- the continued increase in white collar jobs
- geographic relocations of industries.

Participants should be encouraged to provide economic or demographic facts from their own settings. Localized data and statistics would probably appeal to all the participants. If the LMI analyst is present, ask him or her to present local data on economic conditions.

UNIT 1, COMPETENCY 3: The Role of LMI in Career Decision Making

Time: 15 Minutes (for both 2 and 3 day workshops)

Activity: Group discussion

A. OBJECTIVES

1. To enable participants to apply labor market information to a specific decision-making model.

2. To let participants know that there are several career counseling models that can be used for incorporating LMI into the decision-making process.

B. DISCUSSION TOPICS

It is sometimes difficult to know how to use LMI during the counseling process. Being able to follow a structured, decision-making model can be helpful.

Use transparencies: 8, 9, 10 and 11 - Career Decision-Making Model

C. ACTIVITIES

1. Review the four steps of the Tiedeman-O'Hara model carefully with participants. Emphasize the counselor's role in the decision-making process. Discuss how this model fits into their typical counseling process with clients. If it doesn't, revise it to fit. Point out that LMI is best suited to the exploration and crystallization stages of the model. Throughout this activity, be sure to emphasize the role of LMI in the model.

2. Discuss the other models of career counseling, again focusing on the role of labor market information in each model.

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

Some individuals may need considerable assistance with the activities in the client column of the Tiedeman-O'Hara model. For some clients, the activities may be inappropriate. However, the point here is that, whenever possible, client and counselor must work together, in a structured manner, throughout the decision-making process.

F. TRAINING TIPS

1. While the steps in the Tiedeman-O'Hara model appear to be rather straightforward, participants may have difficulty understanding and applying them. It is important that participants understand the developmental nature of the process. For example, stating the problem accurately is an extremely important first step. Attempting to move through the process without having a clear grasp of the problem can result in wheel spinning and frustration.

2. Ask participants to provide an example of a typical client who needs help with the decision-making process. Use this example to work through the steps of the Tiedeman-O'Hara model, emphasizing the role of LMI.

At the conclusion of Competency 3, briefly review and summarize the material covered in the three competencies in Unit 1. The following points should be covered:

1. Despite differences in function between some of us, there are a lot of similar functions we perform as counselors.

2. One common function we all have is to counsel clients for career-decision making.

3. There are a number of economic and demographic factors which can affect the nature and number of job opportunities and accentuate the need for careful career decision-making by our clients.

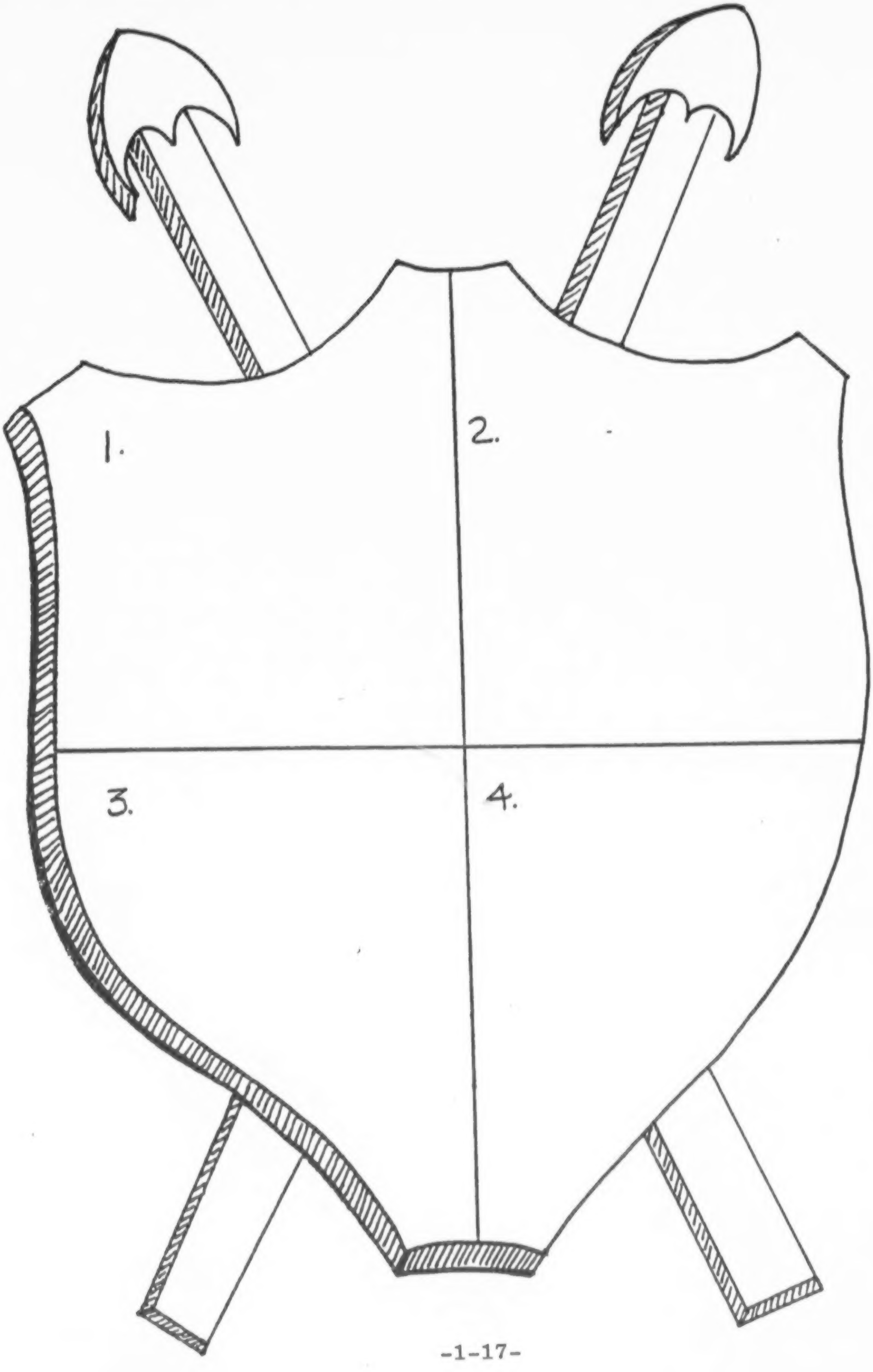
4. An integral part of the career decision-making process is the use of labor market information.

5. Career planning, to be effective, must be based on informed career decision-making.

Indicate that the rest of this workshop will teach participants to identify and use labor market information in career counseling.

G. ANSWERS TO EXERCISES

N/A


1.
2.
3.
4.

Your Name ________________________________

Below are twenty squares, each with a description in it. At the signal to begin, please move around the room, find individuals who meet each of the descriptions, and ask them to sign their names in the appropriate squares. Please do not ask anyone to sign more than one square; you should have 20 different signatures on your sheet.

Someone who

does placement	works with youth under age 21	regularly uses labor market information	assists handicapped clients
works with economically disadvantaged clients	has administered the GATB	has served in the military	has held a full time job in the private sector
sees more than 25 career clients per week	has collected unemployment benefits	has lived on a farm	has been a member of a labor union
regularly uses the DOT	has lived in a city of more than 150,000 people	hopes to have a new occupation within the next two years	has a master's degree in a field other than counseling
sees more than 10 career clients per day	has participated in a job orientation program in industry	has had salary paid with CETA funds	has had more than 3 occupations in the last 5 years

UNIT 2

TRAINER'S GUIDE

EXPLORING CONCEPTS OF THE LABOR MARKET

TRAINER'S GUIDE TO UNIT 2

This unit introduces counselors to basic concepts of the labor market. The unit defines a labor market, discusses internal labor markets, and concepts of employment, unemployment, and underemployment. It introduces the DOT, SIC, and SOC, major occupational and industrial classification systems. It draws a conceptual framework showing the relationships of occupations and industries to a labor market. Competency 5 discusses how to access the LMI system within the career counseling framework.

TIME:	180 Minutes (3-Day); 130 Minutes (2-Day)
NUMBER OF COMPETENCIES:	Five

MATERIALS NEEDED:

1. Standard Industrial Classification manual, 1977
2. Dictionary of Occupational Titles, 4th Edition, and Supplement
3. Standard Occupational Classification manual, 1980
4. Vocational Preparation and Occupations, 1983
5. Newsprint pad or chalkboard

UNIT 2, COMPETENCY 1: Defining a Labor Market

Time: 20 Minutes (3-Day); 15 Minutes (2-Day)

A. OBJECTIVES

1. To define parameters of the local labor market.
2. To identify MSA's in your state.
3. To discuss relationship of county boundaries, service delivery areas and balance of state to state labor markets.
4. Counselors will understand these terms.
5. Counselors will understand the difference between geographic configurations and why data are collected for many geographic areas.
6. Counselors will understand the concept of economic relationships and their role in determining the boundaries of a labor market area.

B. DISCUSSION TOPICS

1. Define parameters of local labor market.
2. Explain that labor markets vary according to industries and occupations in an area.
3. Define the term labor market.

Use transparencies:

12 - Labor Market Definition

13 - Labor Force Employment

4. Describe differences between small and large labor markets.

5. Define and discuss MSAs in your state.

6. The relationship of state labor markets in relation to county boundaries, service delivery areas and balance of state.

7. The differences between the geographic configurations and why data are collected for many different geographic areas.

8. Distinguish between geographic areas whose basis is political and those whose basis is economic.

9. Explain economic relationships and their role in determining the boundaries of a labor market area.

10. Stress importance of the use of local labor market information in career guidance.

C. ACTIVITIES

1. Discussion

2. Lecture with transparencies

D. USE OF ADDITIONAL RESOURCES

1. This section can be presented by the representative of the State Research and Analysis unit of the Employment Services.

2. A map of state labor markets is useful for illustration--handout or transparency.

E. APPLICATIONS FOR SPECIAL POPULATIONS

Emphasize limits of labor markets for some individuals.

F. TEACHING TIPS

1. Have participants identify their own labor market boundaries--where they live and work.

2. Have participants identify the labor market of most of their clients.

G. ANSWERS TO EXERCISES

N/A

UNIT 2, COMPETENCY 2: Internal Labor Markets

Time: 20 Minutes (3-Day); 15 Minutes (2-Day)

A. OBJECTIVES

1. To identify characteristics of an internal labor market.
2. To identify significance of these rules for clients.

B. DISCUSSION TOPICS

1. Define the term "Internal Labor Market".
2. Identify characteristics of an internal labor market.

Use transparencies:
14 - Internal Labor Market Rules

3. Discuss the advantages and disadvantages of this trend in the U.S. economy.
4. Discuss the significance of these rules for career counseling.
5. Explore the counseling implications of the fact that most job openings are filled from within firms.
6. Discuss hiring practices of several large firms in the local area to help explain the concept.

7. Discuss counselors' experience in placement with these large firms.

8. An effective approach might be to compare and contrast the characteristics of internal labor markets with those of external labor markets.

9. Discuss the significance of identifying those jobs which serve as ports of entry into a firm with a strong internal labor market.

C. ACTIVITIES

Develop examples of internal labor markets and rules in counselor's local area.

D. USE OF ADDITIONAL RESOURCES

1. Labor Market Analyst.

2. Any local internal labor market rules of which you're aware.

E. APPLICATIONS FOR SPECIAL POPULATIONS

Identify internal labor market rules regarding special populations.

F. TRAINING TIPS

1. Select two or three large corporations in local area and begin to list what the counselors already know about what the internal labor market rules are.

2. Spend some time on the exercise in the manual on implications for counseling.

G. ANSWERS TO EXERCISES

1. Job seekers will most likely find employment in entry level rather than mid-management or supervisory jobs. Higher level positions may be filled from within so there's good chance of advancement.

2. Few or no jobs available. Employees appear to be satisfied and keep their jobs. Wouldn't foster any high hopes to land a job here.

3. Companies prefer to train their own employees. Encourage clients to not overtrain. Previous levels of training should not be stressed. Some implications for education. Emphasize willingness to learn, and flexibility, qualities rather than high skill levels.

4. Implies a good place to work. People will probably stay here. New employees can plan on remaining with this company and getting steady raises.

UNIT 2, COMPETENCY 3: Defining the Concepts of Unemployment, Employment, and Underemployment

Time: 30 Minutes (3-Day); 20 Minutes (2-Day)

A. OBJECTIVES

1. Define U.S. labor force and relation to employment count.
2. Have counselors understand concepts of employment and underemployment.
3. Have counselors understand types of unemployment.
4. Have counselors identify methods of working with various types of unemployed.

B. DISCUSSION TOPICS

1. Discuss the U.S. labor force and its relation to employment count.
2. Define the term "employed".
3. Explain the types of unemployment.
4. Discuss ways to help the three types of unemployed people, the implication for counseling.
    a. frictionally unemployed need all available information in order to make the best possible choice.

Use transparencies:

15 - Definition, U.S. Labor Force

16 - Definition, Civilian Labor Force

17 - Types of Unemployment

b. Cyclically unemployed need to know transferrable skills and different industries.

c. Structurally unemployed need information on retraining or relocation.

5. Discuss with participants the types of unemployment they encounter and their experience giving them information.

C. ACTIVITIES

1. Discussion.

2. Lecture.

D. USE OF ADDITIONAL RESOURCES

The LMI analyst can present points on the unemployment situation in your state. Be sure counselors can distinguish between the three major types of unemployment.

F. TRAINING TIPS

1. Use cartoon transparency to begin presentation.

2. Bring in local and/or national news articles that discuss employment figures or the types of unemployment.

G. ANSWERS TO EXERCISES

Cyclical, may become structural

Structural

Frictional

Frictional

UNIT 2, COMPETENCY 4: Industrial and Occupational Classification Systems

Time: 75 Minutes (3-Day); 60 Minutes (2-Day)

A. OBJECTIVES

1. To ensure that participants are familiar with the SIC, DOT, and SOC as major industrial and occupational classification systems.

2. To ensure that participants are aware of the VPO as a resource for cross-referencing different occupational classification systems.

B. DISCUSSION TOPICS

1. A useful way of looking at the workplace is by examining both occupations (the work people do) and industries (the settings in which they work). Three major classification systems are included in this competency: one is industrial and two are occupational. Knowledge of these classification systems can be extremely helpful, both when working directly with clients, and when analyzing LMI.

Use Transparencies:

18 - Definition of Occupation

19 - Definition of Industry

20 - Classification Systems

21 - DOT Occupational Group

22 - Construction Equipment Mechanic

23 - Worker Functions

24 - Illustration from SOC

C-1 - Cartoon

2. SIC, Industries are classified into divisions, major groups within each division, and more specific categories within each major group.

The SIC manual is a resource containing code numbers for each of these industrial classifications.

3. DOT. There are three ways of accessing occupational information in the DOT: by DOT code, by using the alphabetical listing of occupations, and by industry. The industry designation used here is specific to the DOT and is different from the SIC.

4. Selected Characteristics of Occupations Defined in the DOT. Many counselors are unfamiliar with this companion resource to the DOT. While the DOT provides occupational definitions, Selected Characteristics includes physical demands, 1/ working conditions, 2/ education and training required, 3/ and the Work Group in which each occupation can be found.

For definitions see in VPO:
1. Page 45
2. Page 49
3. Page 42

5. SOC. Like the DOT, the SOC is an occupational classification system. It is published by the Department of Commerce and groups occupations in a way that provides for manageable data. It is becoming increasingly popular, so counselors are likely to see more LMI using this classification system.

6. VPO. Career/vocational program planners and counselors must operate within a variety of Federal, state and local occupational classification systems. The VPO was developed to provide a crosswalk for moving from one of these classification systems to another.

C. ACTIVITIES

The participant workbooks contain activities for each of these resources.

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

Counselors working with educationally and/or physically handicapped clients will find much helpful information in Selected Charactersitics.

F. TRAINING TIPS

1. Counselors from different settings may have experience using these resources in different ways. Having participants describe how they use the resources can help others see a diversity of uses for them.

2. It can be fun (and educational) to have participants look up some interesting occupational titles, e.g., mother repairer, powder monkey, top screw; or to give participants DOT codes and ask them to find the title, e.g., 411-687-014 (chick sexer), 184.387-010 (wharfinger), 689.686-022 (doffer).

G. ANSWERS TO EXERCISES

DOT - Counselor 045.107-010

4th Digit: job's relationship to data
5th Digit: job's relationship to people
6th Digit: job's relationship to things

SOC - Code "24"

DOT Categories: counselor, director of guidance, foreign-student advisor, supervisor, special studies, vocational rehabilitation counselor.

UNIT 2, COMPETENCY 5: Identifying Three LMI Decision Areas

Time: 30 Minutes (3-Day); 15 Minutes (2-Day)

A. OBJECTIVES

1. To identify three decision areas in the career decision process.
2. To identify the importance of job opportunity and client mobility (the client's labor market) in the decision-making process.
3. To focus on the fact that LMI is generated for a specific geographic area (any and all areas) and relate the importance of geographic choice to career decisions.
4. To introduce the distinction and interrelatedness of occupations and industry.
5. To expand occupational choice by exploring industries.

B. DISCUSSION TOPICS

1. Identify two basic issues in the use of Labor Market Information in career decision-making. The concepts of job opportunity (employment structure) and job availability (employment potential).
2. Discuss the concept of job opportunity and availability and the relationship to the client's geographic choice in career decision-making.

3. Explore each decision-making area: interests/aptitudes, occupations, and industry.

4. Describe the interrelatedness of occupations and industry. Occupations are found within industries and one occupation can be found in several different industries. Use this concept to expand employment opportunities.

5. Discuss using interests and abilities as a place to start exploring occupations.

6. Explain the disadvantages of beginning the career decision-making process by only exploring occupations. This ties into the concepts of your client's labor market (geographic area), industrial structure and size (governing number of job openings), and staffing patterns of industries (which occupations).

C. ACTIVITIES

1. Lecture.

2. Written exercise.

3. Discussion in small groups.

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

Geographic area and mobility is especially relevant to many dislocated and handicapped workers.

F. TRAINING TIPS

1. Use examples of people who want to work for an industry rather than having a specific occupation in mind. Reasons might be: close to home, my parents worked here, they have a good reputation, etc.

2. Note that regardless of where the exploration process begins--with an industry, occupation or interest area--the same body of information is eventually assessed. This will be especially apparent after working with the LMI Process Matrix.

3. The section labeled "Why Not Automatically Begin with Occupations" is important in that it explains the relation between understanding the industrial or economic structure of the local labor market and the occupational opportunities in the area.

G. ANSWERS TO EXERCISES

N/A

UNIT 2, WRAP UP

Time: 5 Minutes (Both 3-Day and 2-Day)

A. OBJECTIVES

To introduce concept of goal setting and planning.

B. DISCUSSION TOPICS

The Action Plan can be developed most systematically and thoughtfully at the end of the session if the counselors have considered it throughout the workshop.

C. ACTIVITIES

Take a few minutes now to discuss the Action Plan, and allow small groups time to identify some labor market concepts, local occupations and industries about which they want to learn more.

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

F. TRAINING TIPS

By working in the Action Plan concept at each stage of the workshop, the counselor must stay abreast of the presentations and think about practical applications to the career counseling process.

G. ANSWERS TO EXERCISES

N/A

UNIT 3

TRAINER'S GUIDE

LABOR MARKET INFORMATION - WHAT IT IS AND WHERE TO GET IT

TRAINER'S GUIDE TO UNIT 3

This unit provides the counselors with a definition of labor market information and for what occupation-related questions LMI can provide answers. It also presents the LMI Decision-Making Process Matrix as a quick and easy tool for identifying which LMI resources has the required information and how to use the various data sources in a sequential, comprehensive manner. The unit climaxes with an overview of the major agencies and programs responsible for the development and dissemination of labor market information.

UNIT TIME: 120 Minutes (3-Day); 70 minutes (2-Day)

NUMBER OF COMPETENCIES: Three

MATERIALS NEEDED: To work on occupational case studies, all the resource volumes listed in the ICDM-LMI Data Bank are required.

State Employment Security Agency and SOICC LMI products.

UNIT 3, COMPETENCY 1: Defining Labor Market Information

Time: 15 Minutes (3-Day); 5 Minutes (2-Day)

A. OBJECTIVES

Identify questions labor market information answers.

B. DISCUSSION TOPICS

1. Explain what is meant by the term "labor market information" and how it is obtained.

Use transparency:
25 - Questions LMI Answers

2. Identify the three major elements of labor market information
    a. Characteristics of the population and labor force information.
    b. Descriptive and quantitative occupational information.
    c. Placement-assistance information.

3. Under the title "Labor Market Information provides answers to the following questions", discuss each question.

4. Present the concept that clients' needs and individual situations impact on the types of labor market information that prove useful.

C. ACTIVITIES

Have the counselors use a specific problem case from their own experience, and work together on that case to identify what particular types of labor market information could be useful with the case.

D. USE OF ADDITIONAL RESOURCES

The LMI analyst may want to hand out the ES "Directory of Labor Market Information" during this discussion.

E. APPLICATION FOR SPECIAL POPULATIONS

Identify which types of information are most important for use with special populations.

F. TRAINING TIPS

Give examples for some of the questions that are answered with LMI, e.g., dislocated workers will be interested in related occupations.

G. ANSWERS TO EXERCISES

N/A

UNIT 3, COMPETENCY 2: Application of the LMI Decision-Making Process Matrix

Time: 25 Minutes (3-Day); 20 Minutes (2-Day)--If not
using case studies;
75 Minutes (3-Day); 45 Minutes (2-Day)--
If using case studies.

A. OBJECTIVES

1. To briefly present a reference tool for help in organizing the labor market information as it is presented.

2. To familiarize trainees with a sequential process in using LMI related to concepts discussed in Unit 2.

B. DISCUSSION TOPICS

1. Explain the various ways of entering the matrix, e.g., occupation, interest and industry as well as the decision-making areas listed across the top of the matrix.

Use Transparency:
26 - LMI Matrix

2. Explain this is a way to organize the resources for easy access.

3. Walk through all three sheets pointing out same information gathered in each area but in different sequence.

C. ACTIVITIES

1. Role play within groups.
2. Case studies on pp. 3-11, 12, 13. See pp. 3-14 through 18 for a step-by-step "walk-through" of case study #2.

D. USE OF ADDITIONAL RESOURCES

Local case studies--studies specific to a population.

E. APPLICATION FOR SPECIAL POPULATIONS

Discuss ways this can be used with special populations, e.g., high-lighting specific decision areas for specific groups.

F. TRAINING TIPS

1. Have participants remove all three pages from their notebooks for ease in use.
2. Have transparencies made of matrix segments.
3. Use case studies and study matrix in depth after Unit 4 when participants are familiar with resources.
4. Practice matrix prior to use with trainees to fully understand the process for use.

G. ANSWERS TO EXERCISES

N/A

UNIT 3, COMPETENCY 3: LMI Producing Agencies

Time: 30 Minutes (3-Day); 20 Minutes (2-Day)

A. OBJECTIVES

1. Become familiar with major agencies and organizations that produce and disseminate LMI.
2. Understand the relationships among the producers of LMI.
3. Know how to evaluate whether or not this information will be of use.

B. DISCUSSION TOPICS

1. How the agencies interrelate.

Use transparency:
27 - LMI Producing
Agencies

2. Employment and Training Administration (ETA)
3. Bureau of Labor Statistics (BLS)
4. State Employment Security Agencies (SESAs)
    - SESA Products: Annual Planning Information, LMI Newsletter, LMI Directories, etc.
5. NOICC and the SOICCs

6. Career Information Delivery Systems (CIDS)

    a. Contents of a CIDS

    b. Assessing the information

    c. Computer delivery

    d. Using CIDS with ICDM

C. ACTIVITIES

1. Review each of the agencies. Find out if counselors have had any contact with the agencies previously. Provide them with names, addresses, and phone numbers of contact persons.

2. Invite representatives from SOICC and CIDS to make presentations of data and products.

3. CIDS

    a. Presentation of a computerized or non-computerized CIDS

        (1) Introduce the list of occupational titles and explain the criteria for selection.

        (2) Show one example of how your system helps the user to access his/her skill or interest or value. (Don't show your entire guidance component. Pick one question, such as, "Valuing creativity," and show what happens to the number and kind of jobs left for the user to consider.)

(3) Show how your CIDS increases options. Explain the size of your state's database in terms a counselor can relate to, such as, 900 pages of occupational information and school information more detailed than college catalogs or show the size of the stack of books.

(4) Give the user a printout of an occupation.

(5) Show what the outlook information looks like and briefly discuss the LMI used to develop it.

(6) Have them circle the location of the reference to related training programs.

(7) Demonstrate any additional component(s) which make your CIDS unique, such as employers files, economic newslines, etc.

(8) Give the names and phone numbers of the analysts who write the CIDS descriptions. Encourage counselors to call them if there are any questions about the system's content.

b. There is an activity in the Trainee's Text called, "CIDS Use in Career Decision-Making At My Site."

c. An optional activity would be to give a copy of an occupational description to each participant along with two highlighter pens. Tell them to use one color to mark all bits of information which would be useful to a student or client that is typical of their worksite. Use the second color to identify those portions of the data which could be expanded upon using other LMI products.

D. USE OF ADDITIONAL RESOURCES - CIDS

An experienced user of the system could be asked to demonstrate the system and briefly explain how the system is used at their site.

(Demonstration may require the use of a telephone which does not go through a switchboard. This may be difficult at some potential training sites. Persons arranging training sessions need to check for this.)

Inquiries about national career information delivery systems can be addressed by referring participants to the Association for Computer-based Systems for Career Information (ACSCI), Metropolitan Guidance Information System, 362 Schermerhorn Street, Room 329, Brooklyn, N.Y. 11217. They can provide an overview of the major systems and suggest a list of items to consider when purchasing a system.

E. APPLICATIONS FOR SPECIAL POPULATIONS - CIDS

CIDS information is widely used with a range of user types, without modification. If additional topics are desired to better meet the need of a type of user, most state-based CIDS will work with users to add the information (pending funds).

F. TRAINING TIPS - CIDS

1. If a system is relatively new to the state, expect a great amount of interest and the desire by most participants to try out the system. The novelty of the computer will grab attention, overshadowing the content (and value) of the information itself. Perhaps planning the demonstration immediately before a break and allowing users to try the system during break would be appreciated by participants.

2. If the system has been in the state for three or more years, expect that some--if not most--of the participants will have seen the system before. Downplay information about the method of delivering the information (mainframe computer, micro-computer, etc.) and emphasize the development, content, and organization of the information.

3. One way to show how information has been tailored to your state is to develop an overhead which lists eight to ten industries, some of which aren't important in your state. Ask the participants (as a group) to identify your state's important industries. Then have them look at the list of occupations described by the CIDS and check whether the major occupations in these industries are included.

CASE 1

OCCUPATION

Joe Jackson is a 17 year old first semester senior at a high school in Phoenix, Arizona. He has always been athletically motivated and managed to maintain a low B average in school. His father is a career military officer and Joe and his family have lived in several states as well as one station in Europe. Joe has always been mechanically inclined and he and his father have spent many hours maintaining the family automobiles. When he is not playing basketball or baseball, Joe is playing videogames, for which he has a tremendous fascination. Both Joe and his father agree Joe should go to college; however, for financial reasons his college choices are limited to those in-state. Joe's parents have decided that Phoenix will be their permanent home and Joe would like to live near his folks when he gets out of school. Joe has expressed an interest in computers and would like to learn how to program them and "how to make them solve problems." His dad has mentioned several occupations that are in high demand in the military, including computer peripheral equipment operator, systems analyst, and information system programmer. Joe has no idea of the nature of any of these occupations, but is curious and interested in making computers a part of his career. His secret ambition is to design videogames which are more challenging than the current arcade games.

How can the counselor use LMI to help Joe with his career decision-making?

CASE 2

INDUSTRY

Mary Johnson is a 23 year old divorcee with a 3 year old daughter. She was married right out of high school and has never held a full-time job other than babysitting for friends. Although she receives child support, Mary's financial picture is far from bright. Her parents send her some money to help with the essentials until she finds a job, but it is barely enough. Mary also suffers from asthma which sometimes makes breathing difficult. She is sharing an apartment with a woman who works as a bartender. She could get a job as a cocktail waitress except the smoke from the nightclub seriously affects her breathing. She is considering moving back home to Omaha, Nebraska and living with her parents. Her mother works as a secretary in the personnel department of a large manufacturer of household appliances and assures Mary that she would help her get a job in the firm. This possibility interests Mary as the firm has a reputation for treating their employees well and even provides day care services. She has no idea, however, what type of job she would like or be capable of performing. She has limited typing skills but is very willing to learn new skills in order to secure a job with this firm. Her understanding of the world of work is limited and she would like some help in preparing for a new occupation; hopefully, one which she can practice in her mother's firm.

How can the counselor use LMI to help Mary with her career decision-making?

CASE 3

INTEREST AREA

Nancy had always been interested in the arts. As a child her mother insisted on piano and dance lessions. Her father played the violin in the hometown San Diego symphony and also encouraged her music. Nancy, however, showed greater interest in visual arts, especially drawing and design. As she grew to be a young woman of 18 years, Nancy continued to perform in high school plays and recitals. As her high school years came to an end, Nancy found herself in a difficult position. Her parents and grandmother thought she should go on to college and study theater and drama. Although she had some talent, Nancy never lost her interest in drawing, painting and design. She did not really enjoy the pressure packed existence of the performer, but rather preferred the more relaxed and creative life of behind the scenes work. In high school, she had done very well in both imaginative and regimented projects, and had designed and supervised both the sets and costumes in the senior high school play. Nancy hoped to make a career out of her interests but was very uncertain as to what occupations she would fit into, what options and related careers she might pursue, and whether there were any jobs available for people with her skills and interests. Without some guidance and information, Nancy feels compelled to follow the desires of her family; especially since they are paying for her education.

How can the counselor use LMI to help Nancy with her career decision-making?

USE OF ICDM DECISION-MAKING PROCESS MATRIX

CASE STUDY 2

In this case study, Mary Johnson has expressed an interest in a particular industry; namely, the household appliance industry of which her mother's firm is a part. The first question concerning geography has been answered because this firm and her prospective home are located in Omaha, Nebraska. Mary has no occupational preference but would like to explore the occupational opportunities which may be found in this industry. A starting point has been established and the counselor should turn to the LMI Decision-Making Process Matrix to begin the occupational exploration process.

One reminder is first in order. This process is exploring the preferences which Mary has expressed to her counselor. Should this option not prove suitable, she can change her geographic area, her industry preference, occupational choice or interest area. In which case, she can explore many other possible career options.

Using the Process Matrix with Mary Johnson

1. Since Mary has expressed particular interest in an industry, the counselor should turn to the Process Matrix and locate the row labeled "INDUSTRY."

2. The counselor should move across the columns to locate the first step in the process which is labeled 1 under the column heading "Industry Title, Description and Code." (In this case, both steps 1 and 2 begin in this block.)

3. The counselor can identify the SIC industry category by referring to resource 'A,' the SIC manual. The title and code can be located by using either the Alphabetical Index or the List of Short SIC Titles. In this case, the industry, "household

appliances" was found within the Manufacturing Major Division in the List of Short SIC Titles. The entry on page 186 of the manual finds "household appliances" as SIC 363 and includes descriptions of the industry and its various subcomponents.

4. The next step on the matrix is step 3, which falls under "Analyze Local Industrial Base." This step allows the counselor to assess the employment potential of this industry, both in the local labor market and nationwide. Although this information may not directly affect the career pursuits of Mary, she should know her chances of getting a job in terms of 1) are there any current job openings? 2) Is total employment increasing or declining in this industry? These answers will affect her ability to gain employment in terms of identifying whether the industry is growing or laying off workers, as well as knowing something about the size of the industry in the community. For example, Mary may have a job lined up in a buggy whip making firm. If the industry is declining and projected to layoff workers, she would not want to enter into a firm which has a likelihood of laying off workers or training in an occupation which may not have transferable skills outside of buggy whip making. Resources M and P allow the counselor to monitor local employment trends in a given industry to help assess employment potential. Resources Q and K provide local and national information, respectively on industry trends and outlooks.

5. Step 4 in the process allows the counselor to identify the occupations which comprise the selected industry. This can be done through resource N, which gives local occupational composition. When using a local OES based I/O Matrix, the industries are organized according to SIC Codes (Resource A). It is a simple task to identify the occupations which comprise SIC 363 (SIC 36) by consulting the I/O Matrix.

6. Step 5 requires some crosswalking to explore each of the occupations identified in Step 4. If the OES-based Matrix were used, the occupations are classified according to OES survey codes. This coding system can be translated to DOT or SOC codes by using resource E, the VPO crosswalk. From the VPO, the counselor can get the DOT code and the SOC code--both of which will be necessary in further occupational exploration. The counselor may also crosswalk these codes by using the alphabetical index in both the DOT and SOC. After locating same or similar titles in the DOT or SOC, care must be taken to verify the occupational description to assure occupational consistency. Although crosswalking occupations using the VPO is the most accurate method of crossreferencing, alphabetical title matching with description verification is a quick way to crosswalk into the DOT and SOC systems.

7. To research a "definition and description of the occupations" in question, Step 6 instructs the counselor to use resource B (the DOT), resource G (the OOH), resource I (Exploring Careers), and resource C (Selected Characteristics). All of these volumes work together to give the counselor a better understanding of the occupation and a description of its nature and duties.

8. Step 7 allows the counselor to identify "job openings by occupation." The resources listed provide information on the extent to which job openings exist in an occupation both nationally (resources J, G).

9. After identifying current job opening prospects, Step 8 allows the counselor to explore "future occupational employment potential." Resource O provides local occupational projections generally broken out by replacement demand, growth and total demand. This will give the counselor an idea of the job prospects for a given occupation in a particular local labor market.

10. Steps 9-10-11-12 all involve collecting qualitative information on various aspects of an occupation. Step 9 lists five resources (C, G, F, J, and R) which provide information on "training requirements and qualifications" for employment in a given occupation. This will make the counselor and student aware of the amount of training that is usually required to be capable in an occupation.

11. Step 10 lists five resources (D, G, F, J, and R) which can be used to identify "related occupations." These are generally occupations for which an individual may also be qualified after obtaining specific occupational skills. This step is most useful for determining employment alternatives for people with skills but without jobs. It allows them to identify potential occupations in other more prosperous industries for which they may be qualified. Resource D (the SOC) is especially useful for this purpose; however, related industry codes in the SOC are not SIC industry titles and reference must be made to a SIC industry and code in order to perform any analysis of local industry conditions.

12. Step 11 and Step 12 provide related information on "wage rates" and "advancement potential" for a given occupation. This information is fairly straightforward.

13. Step 13 allows the counselor to "identify student interest areas" as an alternate approach to exploring occupational options. Resource F (the GOE) groups occupations according to 12 interest areas. After a student has identified an occupation in which he/she has interest, that occupation can be identified and referenced in the GOE to relate an occupation to areas of interest. This will provide the student with some notion of the world-of-work surrounding an occupation and give the student further insight as to whether they have an aptitude for that occupation.

The occupation selected by or for Mary Johnson in this case study is up to the counselor training team. Using the resources listed in the Process Matrix, this process is quite systematic and easy to follow. The trainer may wish to choose several occupations for Mary and research each of them. The trainer may also use this case study as an exercise where groups of participant counselors are assigned to select for Mary (given the information on the case study) an occupation(s) they feel would be most appropriate.

UNIT 4

TRAINER'S GUIDE

NATIONAL LABOR MARKET

INFORMATION FOR COUNSELING

TRAINER'S GUIDE TO UNIT 4

This unit introduces and acquaints counselors with published national sources of labor market information. The unit presents ten different publications that should prove very useful for career counseling. Each publication is presented in an overview form: listing title, agency which produces it, frequency of publication, coverage, and major contents. Then the counselors work "hands on" with the actual materials, exploring the content and organization of the publications.

Upon completion of this unit, the counselors should:

- Be familiar with each of the publications--how they are organized, what kinds of information they provide, level of detail, etc.
- Have some ideas of whether or how they would be useful with clients.
- Know how to use them to find specific information about specific occupations and industries.

UNIT TIME: 120 Minutes (3-Day); 60 Minutes (2-Day)

NUMBER OF COMPETENCIES: One

MATERIALS NEEDED: Copies of the following

1. Guide for Occupational Exploration

2. Occupational Outlook Handbook
3. Occupational Outlook Quarterly
4. Exploring Careers
5. Occupational Projections and Training Data
6. U.S. Industrial Outlook Handbook
7. BLS Wage Surveys
8. County Business Patterns

UNIT 4, COMPETENCY 1: National LMI Sources

Time: 120 Minutes (3-Day); 60 Minutes (2-Day)

A. OBJECTIVES

To familiarize participants with several national sources of LMI.

B. DISCUSSION TOPICS

1. Describe each of the resources.
2. Discuss practical uses in their settings.
3. Discuss specific uses.

C. ACTIVITIES

1. Read and review the instructions on using the LMI Process Matrix introduced in Unit 3. The trainer may elect to break the participants into small groups of no more than six people. Make sure each group has copies of all the materials covered in this unit. Review the descriptive overview sheet for each publication. Focus on how the document is organized, and on what kinds of information are provided. Refer to the Matrix to show what information should be in each publication. The key to this unit is allowing participants to become familiar with the resources presented.

2. If sufficient copies of each resource are not available, the training team may consider having a central resource table in the room so participants can browse through the sources before or after the session, or during breaks. In this case, a special resource manual of photocopied pages from the various sources may be prepared and handed out to participants. The cover page, table of contents, and a few key pages should be included which would allow the counselor to identify the source by sight, to understand how it is organized and to answer the short questions following each source introduced.

3. Have participants complete the exercise regarding the usefulness of each publication (found at the end of the unit).

4. Re-introduce the LMI Process Matrix introduced in Unit 3. Use the Matrix to complete the case studies found at the end of the unit.

D. USE OF ADDITIONAL RESOURCES

Team members may have other national resources to share at this time.

E. APPLICATIONS FOR SPECIAL POPULATIONS

F. TRAINING TIPS

GOE:

1. Some participants may have difficulty seeing how the GOE is related to the DOT. A simple distinction: The DOT classifies occupations according to the work performed. The GOE classifies occupations according to

characteristics or traits that workers bring to the occupation.

2. The Work Groups found in the GOE make a good classification system for organizing career resource centers.

3. Participants should be aware that there are 66 Work Groups, as other LMI resources use this same classification system.

Exploring Careers:

4. While this resource was developed for junior high/middle school students, it can be used effectively with older students who have learning difficulties.

U.S. Industrial Outlook Handbook:

5. This resource can be used to gather data on an industry before approaching individual employers for information. A person seeking information from a local business establishment might say, "I noticed in the U.S. Industrial Outlook Handbook that the _______________ industry is expected to have a 17 percent growth this year. How does this information compare with what you are experiencing locally?"

G. ANSWERS TO EXERCISES

GOE - Interest factor: Humanitarian
OOH - Teachers, Librarians and Counselors
Exploring Careers - School Counselors, College Career Planning and Placement Counselors, Employment Counselors, Rehabilitation Counselors.

OCC. Projects & Training Data - Training requirements and employment patterns

National I - O Matrix:

1. 5.99%
2. 60
3. 12.69%
4. Virtually all

UNIT 5

TRAINER'S GUIDE

STATE AND LOCAL LABOR MARKET INFORMATION FOR COUNSELING

TRAINER'S GUIDE TO UNIT 5

This unit acquaints counselors with some of the most important sources of local labor market information in your state. We will review local sources of data on employment in industries and by occupation, local wage information, as well as other materials produced by local SESAs, SOICCs, or CIDS. The data reviewed here were selected as the most accessible and most valuable for counseling purposes.

Each of the data sources is summarized, with title, frequency of publication, coverage, and major contents. Following each description are a series of exercises to acquaint the counselors with how the data is formatted, to allow them to work with the data, think about it, and begin to learn about the structure of their local labor markets.

These data sources are available in all states, although they vary in format and presentation. The trainers for this Unit will have to adapt the specific publications to the general questions, alter the questions if necessary, and develop any additional exercise or questions to focus on the unique aspects of your state.

This Unit, with the longest time allocated to it, is the place to introduce the local labor market analyst and present the products of the State Employment Service. You may organize this to suit the needs and situations of your particular state. The labor market analyst should present all the labor market publications produced by the state employment security agency. Relate them to the occupational categories (DOT, etc.). The counselors should understand exactly what information and data are available, the titles, and how to obtain them. Distribute materials, and answer questions.

The success of the presentations in this Unit is crucial for developing counselors' willingness to acquire and use state information resources.

UNIT TIME: 180 Minutes (3-Day); 90 Minutes (2-Day)

NUMBER OF COMPETENCIES: Four

MATERIALS NEEDED: All available SESA, SOICC, and CIDS publications for your state. Minimally:

LMI Newsletter

Current and projected industrial employment data

Current and projected occupational employment data

Area or Industry Wage Surveys

Other labor market information publications of the SESA offices

UNIT 5

Introduction

1. Outline process of occupational demand and how that process is often changed with technological advancement.

2. Explain the process of making projections and the assumptions upon which such projections are based.

3. Discuss the reasons for using both national and local labor market information.

4. Identify advantages for use of local LMI.

5. Describe both employment among occupations and employment among industries. Relate these concepts to the LMI Matrix discussed in Unit 3.

UNIT 5, COMPETENCY 1: Occupational Employment Data

Time: 20 Minutes (3-Day); 10 Minutes (2-Day)

A. OBJECTIVES

1. To present occupational employment data as published in your state OES publication.

2. To familiarize participants with the status of the OES program in your state.

3. To acquaint trainees with most recent available publications.

4. To discover ways this data can be used.

B. DISCUSSION TOPICS

1. Describe major contents of the OES data.

2. Describe how the data is generated.

3. Explain the status of the OES program in your state.

Use Transparancies:

28 - Industrial Employment Patterns

29 - Service Industry Employment

30 - Changes In Employment

4. Discuss the differences between Census and OES data.

C. ACTIVITIES

1. Written exercise especially designed for your state.

2. Group discussion about how to use this data.

Transparencies (Continued)

31 - Projected Distribution of Employment
32 - Changes in Employment
33 - White Collar Workers
34 - Projected Occupational Employment
35 - Job Openings

D. USE OF ADDITIONAL RESOURCES

1. Use your labor market analyst.

2. Identify and present recent available publications.

E. APPLICATIONS FOR SPECIAL POPULATIONS

1. Discuss methods of presenting appropriate data to special populations--e.g., selecting OES data on specific occupations for which your special population would qualify.

2. Develop attractive format for presenting OES materials for all populations.

F. TRAINING TIPS

1. Have labor market analyst complete this exercise with available state data. A resource book can be compiled for participants to get the necessary information to do the exercises. Fewer pages seem to cause less stress.

2. Counselor educators should move from group to group, helping them focus and find the information.

3. Develop ways counselors can use this data.

G. ANSWERS TO EXERCISES

1. Managers and Officers
   Professional Occupations
   Technical Occupations
   Service Occupations
   Production Occupations
   Clerical Occupations .

2. 35 - Machinery, except electrical
   36 - Electric and Electronic Equipment
   38 - Instruments and related products
   36 - Electric and Electronic, 2586 employed

3. SIC 35 - 424 employed
   SIC 36 - 195 employed
   SIC 38 - 95 employed

   SIC 35 - Welders and Flamecutters
   SIC 36 - Assemblers

UNIT 5, COMPETENCY 2: Occupation and Industry Employment Projections

Time: 30 Minutes (3-Day); 15 Minutes (2-Day)

A. OBJECTIVES

1. To acquaint the participants with the procedure of generating industry and occupational projections.
2. To acquaint participants with the inherent limitations in doing projections, both in general and in relation to the OES program.
3. To make counselors fully aware of the difference between industries and occupations.

B. DISCUSSION TOPICS

1. Discuss the difference between occupation and industry.
2. Describe the OES Employment Outlook program and how these projections are produced.
3. Discuss the projections and their limitations
4. Discuss the use of projections in counseling.

C. ACTIVITIES

Group discussion, written exercises.

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D. USE OF ADDITONAL RESOURCES

1. The state LMI representative should provide sufficient copies of the projections publication for the group. The training team should carefully read the questions at the end of this competency to make sure the answers are provided in the state publication.

2. The questions should be modified to reflect the content of the state publication.

E. APPLICATIONS FOR SPECIAL POPULATIONS

As in competency 1, create a way to present projections of those occupations for which your population would qualify.

F. TRAINING TIPS

1. Make up special workbooks using state data.

2. Make up state-specific questions to insert in trainees notebook.

3. Acknowledge that this material can be overwhelming and frightening.

G. ANSWERS TO EXERCISES

1. Eating and Drinking
   Transportation Equipment
   Business Services
   Hospitals

2. Health Service
   Eating and Drinking
   Lumber and Wood

UNIT 5, COMPETENCY 3: Industrial Employment Data

Time: 30 Minutes (3-Day); 15 Minutes (2-Day)

A. OBJECTIVES

1. To present state industrial employment information from the state labor market information newsletter and the Covered Employment and Wages Report (known as the ES-202 data program).
2. To point out where the data are available and how frequently it is published.

B. DISCUSSION TOPICS

1. Discuss how a knowledge of the local industrial employment structure is valuable for counselors.
2. Describe the Covered Employment, Wages and Contributions report: what it contains, and how the data are gathered.
3. List those who are excluded from the report.
4. Describe the contents of the Labor Market Information Newsletter.

C. ACTIVITIES

1. Written exercises
2. Group discussion
3. Review the answers as a group. Make sure everyone is working these problems through and understanding them.

D. USE OF ADDITIONAL RESOURCES

Use your labor market analyst.

E. APPLICATIONS FOR SPECIAL POPULATIONS

Focus on differences among JTPA, ES, high school, rehabilitation, and other types of counselors on specific needs for information about local industries.

F. TRAINING TIPS

Counselor educators should circulate among participants.

G. ANSWERS TO EXERCISES

1. 1984, 1985, 1988
2. Clerical, Service Workers, Professional and Technical
3. Managers and Officers, Sales Representative, Sales Clerk
4. Managers and Officers, Sales Representative
5. Meteorologist, Veterinarian, Socialogist
6. Aeronautical Engineer, Industrial Engineering Technician, Aircraft Structure Assembler

UNIT 5, COMPETENCY 4: Other Local LMI Publications and Video Case Studies

Time: 100 Minutes (3-Day); 50 Minutes (2-Day)

A. OBJECTIVES

1. To acquaint participants with additional data sources.
2. To provide opportunity for participants to use the data and resources to help a variety of clients.

B. DISCUSSION TOPICS

1. Describe whichever other state LMI Publications are available.
2. Encourage participants to use categories listed on to organize the resources.
3. Note that Mike Price's experience points up the issue that when someone is involved in career choices there is often a great deal of pressure from significant others.

C. ACTIVITIES

1. Presentation.
2. Discussion in small groups.

D. USE OF ADDITIONAL RESORUCES

Any other data sources provided by various state agencies should be presented.

E. APPLICATIONS FOR SPECIAL POPULATIONS

See #9 under Tips. Tod Hope is useful for rehabilitation counselors. Bo Johnson is useful for dislocated workers. Kay Williams is effective with displaced homemakers.

F. TRAINING TIPS

1. Be certain that the Labor Market Analyst or whoever presents this information is sensitive to the goal of the ICDM and that the presentation reflects that goal while adding to the general body of knowledge.

2. After the counselors have worked through the exercises in this unit, present the ICDM Videotape. Scripts have been included in the counselor training manual so counselors may read along with the videotape.

3. Explain the difficulty in separating the psychological problems from the need for information. You may want to ask the participants to limit their discussion strictly to the LMI needs of the case study subjects. Use of additional case studies will, of course, increase the time necessary to cover this unit.

4. Where it is not possible to show the videotape, each case may be read aloud or each participant may read the script individually.

5. Approach each client situation as realistically as possible and follow the Tiedeman-O'Hara career decision-making model and the processes introduced in this curriculum as closely as possible.

6. In addition to the seven video case studies, the case studies introduced in Unit 3 may be used again now that counselors have been exposed to the various sources of LMI. This option is entirely the decision of the training team.

7. Identify the place each client is in in the decision-making process using the overlays.

8. Using fewer case studies and discussing them in greater depth was successful.

9. If using only some of the case studies, use those most representative of your population.

10. Allow the small groups to discuss these cases before a total group discussion.

G. ANSWERS TO EXERCISES

N/A

CASE 1

My name is Bo Johnson. It finally happened. I've been laid off. They told us a couple of months ago it might come to this. Everybody knows the company hasn't been doing well at all for a long time now. The company says it will only be temporary, and to hang in there with the unemployment checks until they can hire us all back, but I have a feeling it's going to be a long time. All my brothers and old man work at this plant too. They are all pretty depressed. But I'm not ashamed of losing my job. It's not our fault there's an economic crisis.

I'm worried about money. My wife and I have managed to save a little, but not enough to carry us for long if we have the little kinds of family crises that always seem to crop up. And I'm not much of a guy for just sitting around on my duff. I've been an assembler in this plant all my life. I got moved into bench assembly work a few years back and am pretty good at electronics. My brother-in-law tells me I ought to just pick up the family and move down to Houston. There's supposed to be plenty of jobs down there in electronics. Or maybe Albuquerque or Tucson. Everybody here up north seems to think the southwest is the place to work. I've even seen copies of the classifieds for Dallas and Houston lying around the lunchroom cafeteria at the plant.

I don't know. I feel kind of old to make a move and start over. They may not want to hire someone my age with a family and all. Those young guys are lucky, they can just take off. I wish I could know for sure that I could really find some other kind of job with the skills I have. I was the crew foreman for eight guys on our team and maybe that would help. I really wouldn't mind the move to a warm climate if I could get work there. I've no idea who to contact or how to find it though.

You know, what I'd really like to do, what I used to dream about, is own my own business. If I were really smart, I'd use this opportunity to get out of this rut and make some changes in my life. Maybe this will be the only chance I ever get. I think I could run a good auto parts store, or maybe open one of those new computer stores for small businesses. I could probably sell computers, I know so much about electronics.

I know I'd have to learn a lot about putting together a business, but the wife has worked for years as an accountant, and she's real good with figures. I know she could handle the books to get started in a business.

Every time I think about what to do I get confused. The unemployment money just isn't going to last forever, and I am having trouble getting motivated to look for work around here. So much of my life in this town is tied up with this plant. But I know that just sitting around the house is going to drive both me and the wife nuts. I don't like this feeling of life just passing us by. I've worked too hard for too long for that.

CASE 2

My name is Mike Price. Lately I've been thinking maybe I ought to quit high school. I finally got this job on nights and weekends loading boxes, and it really helps to have some money to help my mom out and keep may car running. It took forever to find this job. I couldn't stand the idea of being cooped up washing dishes in some restaurant, and the really good jobs are nearly impossible to find. Finally I bugged the forman here bad enough and I think he hired me so I'd quit bothering him. I don't mind the work, and he told me I'm faster than the older guys. I bet if I told him I could work full time now he'd take me on.

Way it is now, I'm tired all the time and end up sleeping in school some days. I keep thinking it would be easier if I just forget about school and work full time. My grades in most subjects aren't that great since I started working anyway. I'll probably graduate this spring if I stick it out the rest of the year, but now I'm really tired.

My uncle owns a construction company here in the city. My mom thinks if I knew how to lay bricks that my uncle would take me on there. Welders and carpenters make pretty good money, I guess. But they don't teach much about those things at my school. And I don't know where to learn. Besides, I don't have time, what with work and school and all. Maybe I ought to just quit school and work here full time.

I have a brother who quit school and joined the Navy. He says he's learning some skills there that should get him a job when he gets out. My mom thinks I could do that but I should finish school first. But I've never been very far away from home before, and I don't really think the military is the place for me right now. I sure wish I could figure it out.

CASE 3

My name is Kay Williams. I am recently divorced from my husband. We had been married for nearly ten years and have always lived here in the suburbs. I used to love it, but now I am feeling very stuck. You know how it is--I devoted myself to my husband and family and stayed home to raise the children and provide a good home. My husband did really well, but he traveled a lot and we grew apart, and now he's gone.

I can't really affort to give up this house, and I don't want to move the kids out of the school they are in. And I still have one here at home half days. I'm getting alimony and child support from my ex, which covers the essentials, but there doesn't seem to be enough left over each month to do anything more than just get by. I want to be responsible for myself and give my children a good life, and it's frightening to realize I'm going to have to do something about it out in the world when I have no idea how to go about it.

I always thought I'd like to go back to work someday--I worked summers in the public library when I was in college. But then we got married when I still had twelve credits to go on a degree in English, and I haven't work or picked up a textbook in years. I know I'm going to have to find some sort of work now and I'm terrified. I tried looking in the Sunday classifieds and got very depressed. Around here all that seems to be available are low paying jobs like file clerks, retail sales, and fast food restaurant work. I refuse to find work in a bar. And I get so tired just keeping up with the kids and the house that I don't think I could handle much work where I had to stand on my feet all day and act pleasant.

I tried responding to some of the ads for such things as administrative assistant, since I have some college training, but I realized I don't even understand what those jobs are and, as it turns out, I'm certainly not qualified for anything. I wrote a few letters and haven't heard a thing, called some employers and had a few interviews and felt terribly embarrassed and discouraged.

One of the employment people asked for a resume the other day and I sat down to write one and couldn't get any farther than name and address and date of birth. I don't have any work experience. My neighbor says I should count the time I spent doing volunteer work. I have done some volunteer work at the church teaching Sunday School, and worked in the day care center a few mornings a week fefore they closed it, but I wasn't getting paid. I did enjoy that. Working with kids and all. I got out of the house and got to have my youngest around other children. I used to think I'd like to be a teacher. They always need teachers, don't they? But I'd have to go back to school before I could even begin to think about that.

If only I could find something to bring in some extra money and get me out of the house around other people, I think I could start feeling better about myself. I'd like to be a contributing member of this community and provide well for my children.

CASE 4

My name is Tod Hope. I have had my bachelor's degree from the university in business administration with a major in accounting for nearly a year now. I was so proud to earn that degree. I lived at home while I went to school, like I am now, and I got very high grades. Right after I graduated I applied for a couple of jobs in Dallas and Fort Worth that I saw advertised on the bulletin board at school in the counseling center. But I couldn't get a ride down to interview and I guess I just gave up trying.

You see, I have a handicap. I have cerebral palsy. It doesn't impair my thinking. But a history of occasional mild muscle spasms keeps me from getting a driver's license. So I'm stuck here at home with no way to get around since both my parents work, no way to look for a job, or get to one if I was hired. I think sometimes my mother thinks I'd be all right if I moved into the city and had access to public transportation. Maybe I am going to have to move to find work. Often the whole idea just appears overwhelming to me, and I find myself sitting here day after day, bored and no one to talk to.

I'd like to be a cost accountant. It's not that I don't have a lot of ambition and wouldn't like to do something with my life. And I've always been excellent with figures. I suspect I might need to get my CPA certificate to really do anything with accounting. I worry too about working around the new computers and business machines. Maybe being an accountant is going against the wave of the future--spend all that effort landing a job and learning a trade and then get pushed out by the business machines.

I do think though that I'd like to work with a lot of people in a large firm. Maybe insurance or banking. I worked summers for my uncle in his bank here in town. I really don't have any idea how much money I need to make a living for myself in the future. I wonder what kind of business would pay me the most?

I'm really discouraged. I know I'm a drain on my family financially right now. I am so anxious to get out and start earning my own living, but I really need some help to figure out what to do.

CASE 5

My name is Dwain Cummins. I'm seventeen years old, I'll be graduating from high school next year, but I'm starting to feel a lot of pressure right now from my family to make up my mind what I want to do with my life.

I've been helping my Dad out with his crops and livestock ever since I was old enough to ride along on the tractor. We've always figured that when I finished high school Dad would set me up with some acreage on the south side of the farm and then hopefully help me buy some more outside of town in a few years. But lately it seems the last few years my Dad's profits have been getting smaller and smaller, eaten up with inflation and all those rising costs. A few of the ranchers down the road got in over their heads with some high interest loans and are selling out to some property management corporations. I heard my Dad say to my Mom the other night that life for the small farmer is dying. But he didn't say that to me, and I know he's had his heart set for years on me taking over our farm when he gets too old to handle it anymore. The land has been in the family for years.

But lately what I've really been thinking is that I'd like to become a veterinarian. I like working with the livestock, and took special care of one of our horses last year when she got sick. I've won a lot of awards over the years raising prize animals in the FFA, and I enjoy working with animals. Some days when I get a chance I've slipped away to spend time with our local vet, who lets me go along on calls around the county and hang around his office when he's there. He thinks I'd make a good vet and has been encouraging me.

Problems with that is that I'd have to leave the farm and go away to college for years. My grades were good and all, but I really worry about disappointing Dad. I need to know more about my chances of getting into vet school if I did get a college degree. I hear it's very tough competition to get in. It would be awful to spend those years away from the farm and then have them be wasted. Maybe I should stick to farming. That's always been our way of life in these parts.

CASE 6

My name is Willie Evans. I'm a senior in high school this year here in Biloxi. I've been in the distributive education vocational training program at my school and done really well with most of the program. I'm going to be a salesman. My teachers tell me I have the knack. I received a lot of awards for doing volunteer work raising money with community groups. And I worked part time in the summer and weekends during the school year selling shoes at the local department store--a big one. One month I was top sales in clothing.

I know I could do real well here in town if I jump right into a good job after I graduate. But the trouble is, I don't know if I'm positive I want to go right into working. My parents offered to help me if I want to go on to college at the local university. As a student, I could work part time at the department store--I know my supervisor would have me back. I think I might like to study marketing or advertising or maybe go into real estate or finance. Problem is, my grades weren't too terrific in English, but mainly because I didn't get along with one teacher. But the grades were great in Math.

But I keep hearing from the guys at work that experience, at least in sales, is more important than going to college, and I'll just be spending years with my nose in the books when I could be making good money and starting up the ladder. I don't have any idea who is right about all that. Trying to figure out the best thing to do for a good career is tough.

I really don't want to work full time at the department store, so that would be out. And I know enough to know that that's no way to get into the big time. I guess I need to decide what kind of sales I want to go into. I'd love to sell insurance or have some kind of high powered job like that. I know I could do it. Maybe a salesman for a major firm who flies all around the world for the company. I just know that I can make a lot of money and be successful.

CASE 7

My name is Barbara Nelson. I just completed a five year program at the university and received an undergraduate degree in architecture. I'm terribly excited because I have so many prospects now to consider, but I'm getting a bit confused. Last year, I applied to graduate school in architecture in Boston, thinking that I might eventually want to teach architecture. I was accepted, and graduate school is one of my options. I'd have to move, but they are offering me some money and I'd have enough to live on.

But this spring I was offered a drafting job by a small firm here locally where I did some work during the summers and vacations. The pay there seems low, but there might be some future for me in such a small company if they grow, and I do like the people.

My professors tell me that I should move to a big city like San Francisco or Los Angeles or Chicago and find work in a large company. They offered me letters of recommendation and told me that an ambitious young woman like me would move up quickly if I could get my foot in the door in one of those large firms. I'm not so sure I'd like the anonymity of big city life and work. But the money would be pretty good.

Finally, to make this even more confusing, my boyfriend of three years has been encouraging me to marry him. He claims I can have the best of both worlds and should take the job here in that small firm part time while I figure out what else I want to do. I'm really a little afraid though that I'll end up getting pregnant and never get my career started at all. I certainly don't want to lose these five years of hard work and training. My mom says young women are more flexible these days and can do anything if they really want to. All I want to do is make up my mind and get to work. I just spent so much time preparing for a career I'm kind of afraid of losing my competitive edge.

I guess I need to sort out my long term and short term goals. People keep telling me a woman trained as a professional can get anything she wants these days. But frankly, I'm scared into feeling like a little girl again. I did well at school--quite well--and working with this small firm too, but I'm terrified of stepping out into the real world right now. I really need some help sorting it all out.

UNIT 6

TRAINER'S GUIDE

DEFINING SOME LIMITS OF LABOR MARKET INFORMATION

TRAINER'S GUIDE FOR UNIT 6

This unit emphasizes some cautions for using labor market information in the form of data limitations and their significance in using LMI for career counseling.

UNIT TIME: 30 Minutes (3-Day); 15 Minutes (2-Day)

NUMBER OF COMPETENCIES: One

UNIT 6, COMPETENCY 1: Data Use Cautions

Time: 30 Minutes (3-Day); 15 Minutes (2-Day)

A. OBJECTIVES

To familiarize trainees with limits in using labor market information.

B. DISCUSSION TOPICS

Use transparency:
36 - Data Use Cautions

1. Use example in trainee's text to emphasize there are realistic limits and cautions in using LMI.

2. Identify two concepts that must be understood:

   a) data have some limitations that restrict questions that can be answered.

   b) within context of questions, only certain types of answers are warranted.

3. Describe each of the five limits as both data limits and descriptive limits. Same problems exist for descriptive as quantitative information.

4. Limitations attributed to errors of measurement and procedure.

   a) Describe reporting, recording, sampling, as errors associated with standard error of measurement.

   b) Describe projection errors as involving assumptions made in predicting the future is based on past trends and the degree of difference between past and future creates errors.

   c) Descriptive data must take into account the difference due to variables like size of corporation or institution, service provided, for whom, community, management, philosophy. Errors occur due to differences.

5. Limitations related to geographic relevance.

   a) Related to the discrepancy between interests and needs of client and the limited resources of data providers. Differences due to differing jurisdictions of potential users, mobility of clients.

   b. Descriptions of tasks, training, fringe benefits, licensing requirements differ geographically but are rarely incorporated in descriptions.

6. Limitations due to timeliness of use.

   a) Lagtime between collection and publication of data.

   b) Descriptions often change, particularly in emerging occupations.

7. Limitations caused by nomenclature.

   a) Same jobs given different titles and different jobs given the same title. Use counselor or psychologist as an example of the latter.

   b) With different classification systems, we can't be certain how to match or compare one occupation with another or one piece of data with another.

8. Limitations owning to representation of samples.

   a) Data doesn't include agricultural industry, self employed or unpaid family workers. Doesn't sample total workforce.

   b) Descriptive data may not be representative as well.

9. List all of the guidelines found in Unit 6.

10. Identify additional points in use of LMI.

C. ACTIVITIES

1. Lecture and discussion

2. Written exercise

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

The geographic relevance is especially important to less mobile populations.

F. TRAINING TIPS

1. Helpful to give examples related to population in training.

2. Asking trainees what limits they see prior to the lecture gets them focused.

3. Important to stress that despite the flaws and limitations in the data that it is still the best information available and can be extremely valuable in the career counseling process.

4. Stress that each counselor is the most valuable resource the client has.

G. ANSWERS TO EXERCISES

1. Every accountant isn't counted.

2. Data is old.

3. Times have changed, may be more or less now.

4. Someone may have been overlooked.

5. Corporation could have expanded or reduced employment prior to or after the count.

UNIT 7

TRAINER'S GUIDE

THE ROLE OF ORGANIZED LABOR

TRAINER'S GUIDE FOR UNIT 7

This unit provides insight and perspective on the role of labor unions and the American labor movement in the employment structure and hiring requirements of the local labor market.

UNIT TIME: 30 Minutes (3-Day); 15 Minutes (2-Day)

NUMBER OF COMPETENCIES: One

As a counselor, a complete understanding of the dynamics of the labor market are essential in career counseling and exploration. Labor unions play a key role in the structure and rules governing the labor market. This unit lends the perspective necessary to understand the significance and influence the American labor movement has had on this country.

UNIT 7, COMPETENCY 1: The Role of Organized Labor

Time: 30 Minutes (3-Day); 15 Minutes (2-Day)

A. OBJECTIVES

1. To help participants understand the role of organized labor as a factor in LMI.

2. To help participants develop a sense of the strength of organized labor in their respective states.

B. DISCUSSION TOPICS

1. What are some possible implications of belonging to a labor union?

   a. Communication patterns in the workplace may be clearly defined, with a union representative playing a major role.

   b. Employers are less likely to make arbitrary decisions that have a negative effect on employees.

   c. Employee loyalty may be split between the employer and the union.

    d. There may be an emphasis on treating all employees the same, rather than recognizing individual differences.

    e. There may be more stability; the rules are clearly defined and people know what to expect from day to day.

    f. Dissenting from union policy may cause difficulty.

    g. Hiring hall procedures can mitigate against workers learning job finding skills. (Counselors serving unionized dislocated workers have noticed this.)

2. What effects might unionization have on the employment picture of a community?

3. What has been the effect on organized labor of our shift from an industrial to an information-service economy?

C. ACTIVITIES

1. Group discussion. The emphasis of this unit should be on the effects the labor movement and labor unions in general have on job opportunities in certain occupations and on the wages and benefits in these occupations.

2. The role of the hiring hall, and the effects of labor unions on hiring activity in certain occupations should be discussed as a group.

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

Women, minorities and handicapped individuals should know that many apprenticeship programs would welcome them. Counselors working with special populations need to make contacts with local apprenticeship programs to learn how the system works, so their clients will have access to it.

F. TRAINING TIPS

1. Interest may be generated by beginning this unit with a brief quiz. Example of questions:

    - How long have unions been operating in the U.S.?
    - What is the AFL/CIO?
    - What is the relative union strength in our state? How do we rank nationally?

   - What percent of the total labor force was unionized in 1980?
   - What is a right-to-work state? How many states fit into this category?
   - In 1980, more than half of all union workers could be found in six states. What were they?
   - Where the state is a right-to-work state with minor union influence, the group might discuss the potential impact on the state economy should the state become more unionized.

2. For shortened agendas, you may ask participants to read this unit prior to the workshop or on their own time.

AFL-CIO STATE LABOR ORGANIZATIONS

ALABAMA LABOR COUNCIL,
231 West Valley Ave., Birmingham 35209.
Phone (205) 942-5260
President: Barney Weeks
Secretary-treasurer: A. G. Trammell
Other chief executive officer: William E. Mintz (Executive vice president).
Research and education director: (Secretary-treasurer).
Legislative representative: (Secretary-treasurer).
Public relations director: (President).
Publication: Alabama Labor Council News Letter (weekly).
Editor: (President).

ALASKA AFL-CIO,
124 Front St., Juneau 99801.
Phone: (907) 586-6040.
President: Dwayne Carlson.
Secretary-treasurer: Andy Piekarski.
Legislative representative: (President).

ARIZONA STATE AFL-CIO,
520 West Adams St., Phoenix 85003.
Phone: (602) 258-3407.
President: Fred J. Brown.
Secretary-treasurer: Darwin Aycock.
Legislative representative: (Secretary-treasurer).
Legal counsel: Ward and Contreras.
Publication: Arizona Legislative News Letter (during legislative sessions).
Editor: (Secretary-treasurer).

ARKANSAS STATE AFL-CIO,
1115 Bishop Street, Little Rock 72202.
Phone: (501) 375-9101.
President: J. Bill Becker.
Secretary-treasurer: E. J. Jacobs.

CALIFORNIA LABOR FEDERATION,
995 Market St., Suite 310, San Francisco 94103.
Phone: (415) 986-3585.
President: Albin J. Gruhn.
Executive secretary-treasurer: John F. Henning.
Research director: Patrick F. Mason.
Legislative representative: Harry S. Finks.
Legal Council: Charles P. Sculley.
Women's activities director: Kathleen Kinnick.
Publication: California AFL-CIO News (weekly).
Editor: Glenn Martin.

COLORADO LABOR COUNCIL,
360 Acoma St., Room 300, Denver 80223.
Phone: (303) 733-2401.
President: Norman N. Pledger.
Secretary-treasurer: Zelda N. Bransted.
Other chief executive officers: Tim G. Flores (Assistant to president) and Kathy Oatis (Director of COPE).
Legislative representative: (President, secretary-treasurer, and assistant to the president).

CONNECTICUT STATE LABOR COUNCIL, AFL-CIO,
9 Washington Ave., Hamden 06518.
Phone: (203) 288-3591.
President: John J. Driscoll.
Secretary-treasurer: Walter M. O'Conner.
Other chief executive officers: Gordon Sawyer (Executive vice president), Terrence Quinn (General vice president), and Dominic J. Badolato (Executive secretary).
COPE director: Betty L. Tianti.
Legislative representatives: (Secretary-treasurer and COPE director).
Legal counsel: Normon Zolot.
Public relations director: Mary A. Kane.
Health and safety: Thomas Shea.
Publication: Connecticut AFL-CIO News (quarterly).
Editor: (Public relations director).

DELAWARE STATE AFL-CIO,
922 New Road, Elsmere, Wilmington 19805.
Phone: (302) 998-8801.
President: John A. Campanelli.
Secretary-treasurer: Thomas E. Watson.
Other chief executive officer: Norman L. Tyrie (Vice president).
Legislative representative: (President).

FLORIDA AFL-CIO,
P.O. Box 1836, 135 South Monroe Street, Tallahassee 32302.
Phone: (904) 224-6926.
President: Daniel J. Miller, Jr.
Secretary-treasurer: William E. Allen.
Other chief executive officer: Art Hallgren (1st vice president)
Publication: MORE (quarterly).
Editor: (President).

GEORGIA STATE AFL-CIO,
501 Pulliam St., Room 549, Atlanta 30312.
Phone: (404) 525-2793.
President: Herbert H. Mabry.
Secretary: Martha D. True.
Treasurer: Ronna Nelson.
Other chief executive officer: M. J. Counihan (Executive vice president).
Legislative representative: (President).
Publications: 1. Journal of Labor (biweekly).
2. Newsletter (monthly).
Editor: Lisa Hill.

HAWAII STATE FEDERATION OF LABOR,
547 Halekauwila St., Suite 216, Honolulu 96813.
Phone: (808) 536-4945.
President: Walter H. Kupau.
Secretary-treasurer: A. Van Horn Diamond.
Legislative representative: Brian T. Tamamoto.
Publication: Hawaii AFL-CIO News (bimonthly).
Editor: Ko Hayashi.

IDAHO STATE AFL-CIO,
225 N. 16th, Boise 83706.
Phone: (208) 345-8582.
President: Robert C. Kinghorn.
Secretary-treasurer: James E. Kerns.
Other chief executive officer: Edward L. Johnson (Vice president).
Legislative representative: (President).
Publication: Idaho Labor Report (monthly).
Editor: (President).

ILLINOIS STATE AFL-CIO,
300 North State St., Chicago 60610.
Phone: (312) 222-1414.
President: Robert G. Gibson.
Secretary-treasurer: Harl H. Ray.
Legislative representative: (Secretary-treasurer) and Richard Walsh.
Legal counsel: Asher, Goodstein, Pavalon, Gittler, Greenfield and Segall, Ltd.
Publication: Weekly News Letter.
Editor: (President and secretary-treasurer).

INDIANA STATE AFL-CIO,
P.O. Box 385, 1000 N. Madison Ave., Greenwood 46142.
Phone: (317) 881-6773.
President: Willis N. Zagrovich.
Secretary-treasurer: Max F. Wright.
Legislative representative: (President).
Publication: News and Views (monthly).
Editor: (President).

IOWA FEDERATION OF LABOR,
2000 Walker St., Suite A, Des Moines 50317.
Phone: (515) 262-9571.
President: James J. Wengert.
Secretary-treasurer: Mark L. Smith.
Other chief executive officer: Donald P. Rowen (Executive vice president).
Legislative representative: (Executive vice president).
Publication: Iowa AFL-CIO News (monthly).
Editor: Joseph Poduska.

KANSAS STATE FEDERATION OF LABOR,
110 W. 6th, P.O. Box 1455, Topeka 66601.
Phone: (913) 357-0396.
President: John W. Overman, Jr.
Executive secretary-treasurer: Ralph McGee.
Other chief executive officer: H. J. Yount (Executive vice president).
Legislative representative: (Executive secretary-treasurer and executive vice president).

KENTUCKY STATE AFL-CIO,
706 East Broadway, Louisville 40202.
Phone (502) 584-8189.
President: Joseph B. Warren.
Secretary-treasurer: Leonard S. Smith.
Other chief executive officer: Robert T. Curtis (Executive vice president).
Research and education director: Ronald R. Cyrus.
Legislative representatives: (Executive secretary-treasurer) and Raymond Crider.
Publication: Kentucky Labor News (weekly).
Editor: Tom Brimm.

LOUISIANA AFL-CIO,
P.O. Box 3477, 429 Government Street, Baton Rouge 70821.
Phone: (504) 383-5741.
President: Victor Bussie.
Secretary-treasurer: K. Gordon Flory.
Other chief executive officer: A. P. Stoddard (First vice president).
Education director: L. G. Morgan.
Legislative representative: (Secretary-treasurer).
Legal counsel: Dodd, Barker, Avant, Wall & Thomas.
Health and Safety: John R. Bourg.
Publications: 1. AFL-CIO Newsletter (monthly).
2. Convention Book (annually).

MAINE AFL-CIO,
72 Center Street, Brewer 04412.
Phone: (207) 989-3630.
President: Charles J. O'Leary.
Secretary-treasurer: Edward F. Gorham.
Other chief executive officer: Donald Cates (Vice president).
Research and education director: Kenneth F. Morgan.
Legislative representative: (Secretary-treasurer).
Legal counsel: Patrick McTeague (McTeague, Higbee & Tierney).
Public relations director: (Research and education director).
Publication: Maine Labor News (monthly).
Editor: (President).

MARYLAND STATE AND DISTRICT OF COLUMBIA AFL-CIO,
93 Main St., Annapolis 21401.
Phone: (301) 269-1724.
President: Dominic N. Fornaro.
Secretary-treasurer: Edward A. Mohler.
Other chief executive officers: Thomas A. Bradely (1st vice president) and Robert E. Peterson (2nd vice president).
Education director: (Secretary-treasurer).
Legislative representative: (President).

MASSACHUSETTS STATE LABOR COUNCIL,
6 Beacon St., Suite 720, Boston 02108.
Phone: (617) 227-8260.
President: William J. P. Cleary.
Secretary-treasurer: James P. Loughlin.
Other chief executive officers: Arthur R. Osborn and John W. Prendergast (Executive vice presidents).
Education director: John A. Callahan.
Legislative representative: William A. Cashman.
Legal counsel: Robert M. Segal.
Public relations director: Bertram C. Farnham.
Publication: Newsletter (monthly).
Editor: (Public relations director).

MICHIGAN STATE AFL-CIO,
419 South Washington Ave., Lansing 49806.
Phone: (517) 487-5966.
President: William C. Marshall.
Secretary-treasurer: George B. Watts.
Legislative representative: Simon J. Chapple.
Legal counsel: Theodore Sachs.
Publication: Michigan AFL-CIO News (monthly).
Editor: Joan Kelley.

MINNESOTA AFL-CIO,
175 Aurora Avenue, St. Paul 55103.
Phone: (612) 227-7647.
President: David K. Roe.
Secretary-treasurer: Dan Gustafson.
Other chief executive officer: Leonard O. LaShomb (Executive vice president).
Research director: Ronald G. Cohen.
Legislative representative: (President).
Public relations director: (Research director).
Publication: Minnesota AFL-CIO News (monthly).
Editor: (Research director).

MISSISSIPPI AFL-CIO,
P.O. Box 2010, Jackson 39202.
Phone: (601) 948-0517.
President: Claude Ramsay.
Secretary-treasurer: Thomas Knight.

MISSOURI STATE LABOR COUNCIL,
P.O. Box 1086, 208 Madison St., Jefferson City 65101.
Phone: ([illegible]) 634-2115.
President: James E. Meyers.
Secretary-treasurer: Daniel J. McVey.
Other chief executive officer: John Weller (COPE director).
Publication: Insight (monthly).
Editor: (President).

MONTANA STATE AFL-CIO,
P.O. Box 1176, Lundy Shopping Center, Helena 59601.
Phone: (406) 442-1708.
President: Robert G. Kokoruda.
Executive secretary: James W. Murry.
Other chief executive officer: Blanche Copenhaver (Vice president).
Research and education director: (Executive secretary).
Legislative representative: (Executive secretary).
Public relations director: (Executive secretary).
Health and safety: (Executive secretary).
Publication: TAT Report (monthly).
Editor: Stephen Balazs.

NEBRASKA STATE AFL-CIO,
4660 South 60th Ave., Omaha 68117.
Phone: (402) 734-1300.
President: Gordon L. McDonald.
Secretary-treasurer: Victor G. Meyers.
Legislative representative: (Secretary-treasurer).

NEVADA STATE AFL-CIO,
P.O. Box 7467, Las Vegas 89108.
Phone: (702) 882-7490.
President: Mark Tully Massagli.
Secretary-treasurer: Claude Evans.
Other executive officer: Boyd Manning (Vice president).
Legislative representatives: (President and secretary-treasurer).
Research and education director: (Secretary-treasurer).
Public relations director: (Secretary-treasurer).

NEW HAMPSHIRE STATE LABOR COUNCIL,
P.O. Box 1305, Portsmouth 03801.
Phone: (603) 431-7155.
President: Donald B. Cowette.
Secretary-treasurer: Saverio M. Giambalvo.
Other chief executive officer: Raymond Moran (Executive vice president).
Research director: (President).
Legislative representative: (Executive vice president).

NEW JERSEY STATE AFL-CIO,
106 West State St., Trenton 08608.
Phone: (609) 989-8730.
President: Charles H. Marciante.
Secretary-treasurer: Edward B. Pulver.
Research director: Fred Mehelic.
Education director: (President).
Legislative representative: (president).
Legal counsel: Zazzali, Zazzali & Whipple and Pellettiere & Rabstein.
Public relations director: (Research director).
Health and safety: (Secretary-treasurer).
Publication: New Jersey State AFL-CIO News (monthly).
Editor: (President).

NEW MEXICO STATE AFL-CIO,
6303 Indian School Rd., N.E., Albuquerque 87110.
Phone: (505) 883-5960.
President: C. M. Norris.
Secretary-treasurer: Neal Gonzalez.
Other chief executive officer: Mary Sue Gutierrez (COPE director).
Legislative representative: (Secretary-treasurer and COPE director).
Publication: The Voice (quarterly).
Editor: (COPE director).

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NEW YORK STATE AFL-CIO,
451 Park Avenue South, New York 10016.
Phone: (212) 689-9320.
President: Raymond R. Corbett.
Secretary-treasurer: E. Howard Molisani.
Research and education director: Ludwig Jaffe.
Legislative representative: (Research and education director).
Legal counsel: Richard L. O'Hara.
Public relatins director: John E. Butler.
Publication: The Federation (monthly).
Editor: (Public relations director).

NORTH CAROLINA STATE AFL-CIO,
P.O. Box 10805, Raleigh 27605.
Phone: (919) 833-6678.
President: Wilbur Hobby.
Secretary-treasurer: E. A. Britt.
Other executive officer: David Griffin (First vice president).
Research and education director: (Vacant).
Legislative representative: (President).
Legal counsel: Judith Kincaid.
Publication: Carolina's Labor News (quarterly).
Editor: (President).

NORTH DAKOTA AFL-CIO,
1533 North 12th St., Bismarck 58501.
Phone: (701) 223-0784.
President: James Geri.
Secretary-treasurer: Robert A. Donegan.
Legislative representative: (President).
Public relations director: (President).
Publication: News and Views (periodically).
Editor: (President).

OHIO AFL-CIO,
271 East State St., Columbus 43215.
Phone: (614) 224-8271.
President: Milan Marsh.
Secretary-treasurer: Warren J. Smith.
Legislative representative: (Secretary-treasurer).
Legal counsel: Dave Clayman and Stewart Jaffey (Attorneys).
Public relations director: John R. Thomas.
Compensation and Safety: Tom Bell, Jr.
Publications: 1. Focus (7 issues annually).
2. News & Views (semimonthly).
Editor: (Public relations director).

OKLAHOMA STATE AFL-CIO,
501 N.E. 27th Street, Oklahoma City 73105.
Phone: (405) 528-2409.
President: Joe F. Johnson.
Secretary-treasurer: Ben Hutchinson.
Other chief executive officer: Lloyd Martin (Vice president).
Legislative representatives: (President and secretary-treasurer).
Publication: AFL-CIOklahoma News (quarterly).
Editor: (President).

OREGON AFL-CIO,
530 Center St., Salem 97301.
Phone: (503) 585-6320.
President: Robert G. Kennedy.
Secretary-treasurer: Glenn E. Randall.
Research and education director: Steve Socotch.
Legislative representative: Nellie Fox.
Publication: Oregon AFL-CIO Reports (bimonthly).
Editor: (Research and education director).

PENNSYLVANIA AFL-CIO,
101 Pine St., Harrisburg 17101.
Phone: (717) 238-9351.
President: Harry Boyer
Secretary: Harry Block
Treasurer: Robert T. McIntyre.
Other chief executive officer: James J. Mahoney (Executive vice president).
Legislative representative: (Executive vice president).
Legal counsel: Jerome Gerber.
Publication: Pennsylvania AFL-CIO News (monthly).
Editor: Irwin W. Aronson.

PUERTO RICO FEDERATION OF LABOR (AFL-CIO),
Avenida Central 274, Bajos, Hyde Park, Rio Piedras 00918.
Phone: (809) 764-4980.
President: Hipolito Marcano.
Secretary-treasurer: Clifford W. Depin.
Other chief executive officer: Manuel Huertos (1st vice president).
Legislative representative: (President).
Legal counsel: (President).
Public relations director: (First vice-president).
Health and safety: Adolto Martinez.

RHODE ISLAND AFL-CIO,
357 Westminster St., Providence 02903.
Phone: (401) 751-7100.
President: Edward J. McElroy.
Secretary-treasurer: Edwin C. Brown.
Research and education director: (President and secretary-treasurer).
Legislative representative: (President and secretary-treasurer).
Public relations director: (President and secretary-treasurer).
Health and safety: (President and secretary-treasurer).
Publication: Keeping Informed (periodically).
Editor: (Secretary-treasurer).

SOUTH CAROLINA LABOR COUNCIL, AFL-CIO,
7420 North Main St., Columbia 29203.
Phone: (803) 779-3196 or 779-3297.
President: James A. Johnson.
Secretary-treasurer: Harold Reynolds.
Other chief executive officers: Joe Ferguson and Harry Wilson (Vice presidents).
COPE director: Randy Kiser.
Legislative representative: (COPE director).

SOUTH DAKOTA STATE FEDERATION OF LABOR,
P.O. Box 58, Huron 57350.
Phone: (605) 352-1949.
President: Jack E. Dudley.
Secretary: Gary W. Ellsworth.
Other executive officer: Rolf Anderson (First vice president).
Legislative representative: (President).
Publication: South Dakota AFL-CIO News Letter (monthly).
Editor: (President).

TENNESSEE STATE LABOR COUNCIL,
226 Capitol Blvd., Rm. 203, Nashville 37219.
Phone: (615) 256-5687.
President: James G. Neely.
Secretary-treasurer: Lee Case.
Other chief executive officer: Tommy Powell (1st vice president).
Research and education director: (President).
Legislative representative: (Secretary-treasurer).
Legal counsel: George E. Barrett.
Public relations director: (President).
Health and safety director: (President).

TEXAS STATE AFL-CIO,

1106 Lavaca St., Suite 200, P.O. Box 12727, Austin 78711.
Phone: (512) 477-6195.
President: Harry Hubbard, Jr.
Secretary-treasurer: Joe D. Gunn.
Research and education director: Ruth Ellinger.
Legislative representative: Harold G. Tate.
Legal counsel: David Richards (Attorney).
Public relations director: Robert Heard.
Human relations directors: Johnnie Henderson and Manuel Yesguirre.
Publication: Texas AFL-CIO News (monthly).
Editor: (Public relations director).

UTAH STATE AFL-CIO,

2261 South Redwood Road, Salt Lake City 84119.
Phone: (801) 972-2771.
President and secretary-treasurer: Edward P. Mayne.
Other chief executive officer: Clifford Green (Vice president).
Research director: John T. Rice.
Legislative representative: (President).
Legal counsel: A. Wally Sandack.
Public relations director: (Research director).

VERMONT STATE LABOR COUNCIL AFL-CIO,

149 State St., Box 858, Montpelier 05602.
Phone: (802) 223-5229.
President: Robert E. Clark.
Secretary-treasurer: Ralph E. Crippen.
Other chief executive officer: Lindol M. Atkins, Jr., (Executive vice president).
Research and education director: Tom Belville.
Legislative representative: Steven Kimball.
Public relations director: (Research and education director).
Publication: Vermont Labor Reporter (quarterly).
Editor: Lena Brown.

VIRGINIA STATE AFL-CIO,

3315 West Broad St., Richmond 23230.
Phone: (804) 355-7444.
President: Julian F. Carper.
Secretary-treasurer: Rufus R. Foutz, III.
Other chief executive officer: Michael R. Earman (Vice president).
Legislative representative: (President).
Publication: News Hi-Lites (monthly).
Editor: (President).

WASHINGTON STATE LABOR COUNCIL, AFL-CIO,
2701 First Ave., Room 300, Seattle 98121.
Phone (206) 682-6002.
President: Marvin L. Williams.
Secretary-treasurer: Lawrence C. Kenney.
Research director: (Vacant).
Education director: Chuck Bailey.
Legislative representative: (President).
Public relations director: (Research director).
Health and safety: (Education director).
Publication: Washington State Labor Council Reports (semimontly).
Editor: (Research director).

WEST VIRGINIA LABOR FEDERATION, AFL-CIO,
1018 Kanawha Blvd., East, Suite 1200, Charleston 25301.
Phone: (304) 344-3557.
President: Joseph W. Powell.
Secretary-treasurer: Jack R. McComas.
Other chief executive officer: Larry Fizer (COPE director).
Research director: Lee Beard.
Legislative representative: (President).
Legal counsel: James McIntyre.
Public relations director: (Research director).
Publications: 1. The West Virginia AFL-CIO Observer (monthly).
2. Legislative Report (annually).
3. West Viriginia AFL-CIO Legislative Goals (annually).
Editor: (COPE director).

WISCONSIN STATE AFL-CIO,
6333 West Bluemound Rd., Milwaukee 53213.
Phone: (414) 771-0700.
President: John W. Schmitt.
Secretary-treasurer: Jack B. Reihl.
Other chief executive officer: Joseph A. Gruber (Executive vice president).
Legislative representative: (Secretary-treasurer).
Legal counsel: Albert Goldberg (Goldberg, Previant & Uelmen).
Publication: Labor News Review (monthly).

WYOMING STATE AFL-CIO,
1904 Thomes Ave., Cheyenne 82001.
Phone: (307) 635-2823.
President: H. Paul Johnson.
Executive secretary: L. Keith Henning.
Other chief executive officer: Glenn D. Sweem (Vice president).
Research and education director: (Executive secretary).
Legislative representative: (Executive secretary).
Publication: State AFL-CIO News (monthly).
Editor: (Executive secretary).

UNIT 8

TRAINER'S GUIDE

LABOR MARKET PERSPECTIVES FROM BUSINESS AND LABOR

TRAINER'S GUIDE FOR UNIT 8

This unit provides a spotlight for representatives from the business community and local labor organizations to share their perspectives of the local labor market with the counselors.

UNIT TIME: 120 Minutes (3-Day); 75 Minutes (2-Day)

NUMBER OF COMPETENCIES: One

MATERIALS NEEDED: List of questions in unit for guests

This two hour segment of the workshop has been allotted for presentations from at least one representative of the business community and at least one labor representative. To represent business, contact the local Chamber of Commerce (the number will be in the telephone directory). You could also approach a Private Industry Council (PIC), a local office of the National Alliance of Business, the American Society of Training and Development, a Job Service Employer Committee, or the personnel office of a major local firm. For a union representative, you can contact the state AFL-CIO office or a local union office.

Mail copies of the list of questions on the next pages to both guests. They will be asked to each respond to the questions on a panel, from the business point of view and the labor point of view.

See also the section on "Guest Speakers" on pp. I-17.

QUESTIONS FOR DISCUSSION WITH

BUSINESS AND LABOR

1. What is your perception of the current status of the local economy? What industries are performing well? What industries are performing poorly?

2. What do you see as growth areas in the local economy?

3. What will be the new and emerging occupations with future demand?

4. What job skills are most needed in local industry today?

5. What steps would you recommend to an unemployed worker and/or a young graduate to find employment in today's job market?

6. What are the most typical problems/complaints employers have with new job entrants?

7. What are the strong unions in the local labor market?

8. How do union guidelines affect employment opportunities?

9. What skills and experience are successful job applicants demonstrating in today's job market?

10. How do unions affect wage rates, career ladders, job security?

11. What apprenticeable trades are prevelant in the local labor market?

12. what kind of on-the-job/institutional training opportunites are available from private employers?

13. What kinds of regular linkages should be developed between the counseling community and representatives of business and labor?

UNIT 9

TRAINER'S GUIDE

EXPLORING THE MILITARY FOR
CAREER DECISION MAKING

TRAINER'S GUIDE FOR UNIT 9

This unit presents an overview of the career and training opportunities available through the Armed Services. This section encourages the counselor to consider the military as an employer who can provide many training, education and advancement opportunities. Since becoming an All Volunteer force in 1973, the military has undergone some tremendous changes to attract qualified students into their ranks. This unit opens up to counselors the "new Armed Services" with hopes that they will learn of the many competitive programs and options available today in the military.

UNIT TIME: 60 Minutes (3-Day); 30 Minutes (2-Day)

NUMBER OF COMPETENCIES: Seven

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UNIT 9, COMPETENCY 1-7: Exploring the Military for Career Decision Making

Time: 60 Minutes (3-Day): 30 Minutes (2-Day)

A. OBJECTIVES

1. To inform participants of the many educational and training programs and career options offered by the Armed Services.

2. To make participants aware of the changing role of the military as an integral part of the U.S. labor force.

B. DISCUSSION TOPICS

1. There have been significant changes in the military as a result of the All Volunteer Force.

2. Military personnel stationed in the U.S. are now considered a part of the labor force.

3. The Department of Defense has become actively involved in career guidance and information dissemination.

4. While the Armed Services are a government institution, they also comprise a major employer in our country, and would like to be considered as such.

5. There soon will be a military/civilian occupational source book available to help counselors and clients link military assignments with civilian occupations.

6. There are a variety of educational, training, and career opportunities available in the Armed Services.

C. ACTIVITIES

1. The training team may wish to select one of their group to teach this unit, or may choose to invite a representative from the Armed Services. Educational Specialists are military professionals whose job duties include making presentations concerning military careers and options. These individuals may be contacted through any regional recruiting command of any branch of the military. The training team is advised to contact these individuals well in advance to allow enough lead time for them to include ICDM training in their schedules.

2. If a training team member wishes to handle this unit, some of the discussion topics indicated above can be used effectively. Participant groups may include retired military personnel, reserve members and others who can provide relevant information for discussions.

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

1. Counselors working with unemployed and economically disadvantaged populations are encouraged to meet with their local recruiters to determine if the military is a possible alternative for their clients.

2. The military also offers excellent opportunties for women.

F. TRAINING TIPS

If the training team chooses to teach this unit, a brief quiz, similar to the one suggested in Unit 7, can generate interest quickly. Examples of questions:

- How long has it been since a person was drafted into the military in the U.S.?

- What is the starting salary for an E-1 recruit?

- What percentage of new enlistees enter the military under the delayed entry program?

- What percentage of persons in the Armed Services are employed in occupations other than ground combat?

In addition to specific programs available to their clients, participants are likely to be interested in the changes in the military during the past ten years; and in the Department of Defense's partnership with other government agencies to promote career guidance and information.

UNIT 10

TRAINER'S GUIDE

ICDM COUNSELOR ACTION PLAN

TRAINER'S GUIDE FOR UNIT 10

This unit provides the counselors time to develop what they have learned into a practical plan of action. This unit encourages counselors to initiate new activities and to integrate labor market information into career counseling on an ongoing basis.

UNIT TIME: 120 Minutes (3-Day); 90 Minutes (2-Day)

NUMBER OF COMPETENCIES: One

UNIT 10, COMPETENCY 1: ICDM Counselor Action Plan

Time: 120 Minutes (3-Day); 90 Minutes (2-Day)

A. OBJECTIVES

1. To provide the opportunity for trainees to create their own plan to utilize ICDM information.
2. To provide the opportunity for counselors to set up networks.
3. To provide time for participants to brainstorm and share ideas.

B. DISCUSSION TOPICS

Counselors are encouraged to keep the action plan in mind as they work through the entire curriculum.

Use transparency:
37 - ICDM Action Plan

C. ACTIVITIES

The counselors should be divided into small groups of no more than four or five. Allow them to work freely, brainstorming, sharing information.

D. USE OF ADDITIONAL RESOURCES

E. APPLICATIONS FOR SPECIAL POPULATIONS

F. TRAINING TIPS

1. Have all participants who work in the same setting work together on this planning. They might set up mutual goals and set up a plan to check with each other.

2. Encourage participants to set realistic goals and check in with someone at a specified time.

3. Give them time to talk with each other in small groups.

4. The counselors should go back through each competency to pull together all the elements necessary for future incorporation of ICDM concepts and materials into their career counseling framework.

5. Do Activity 1 together. Have them brainstorm as a group.

6. Activity 2 consists of compiling what they have already done.

7. Activity 3. After they have brainstormed ideas, share with the total group. Or do the brainstorming with the total group.

8. Activity 4 is best done individually or in setting related groups.

9. Discuss Activity 5 with the total group. Often they begin sharing ideas and experiences with the whole group.

10. Provide additional local resources, materials, and people.

G. ANSWERS TO EXERCISES

N/A

OPTIONAL ACTIVITY

CREATIVE PROBLEM SOLVING

There are at least two ways of looking at an ICDM workshop. The first, and most obvious, is to view it as a good opportunity to obtain valuable labor market information, together with some ideas for using it to help clients make career decisions. ICDM can also be viewed as a rich and varied array of information, activities and ideas suggesting solutions for many counseling issues. The manner in which participants approach an ICDM workshop will undoubtedly reflect these views. Self-statements accompanying these two approaches might be either, "I want to get as much good labor market information as I can, so I will be better able to help my clients with career decision-making." or "I have identified several problems/issues/concerns related to my work as a counselor. As I work my way through this new curriculum, I will be looking for a range of ideas to help address these issues." While each of these approaches is certainly appropriate, the latter is likely to lead to a more widespread and creative use of the ICDM curriculum. Following are examples of the two approaches, using the data-people-things functions discussed with the DOT in Unit 2.

Participant A may learn about the functions, find them interesting, and make a note to remember their application when working with clients in the future. Participant B may approach the same exercise looking for ideas to infuse career concepts into the classroom. It quickly becomes apparent that the data-people-things functions are not only useful when working with individual clients; they can also be used by classroom teachers to help students analyze their everyday classroom activities. Suddenly plans begin to take shape to help make data-people-things a universal concept in that school. (An upstate New York biology teacher struggled for some time to infuse career activities into her classroom. She discovered the data-people-things coding system and now requires that when students write up experiments, they also include the data-people-things code numbers describing the activities they performed during the experiment. The students soon began to think of themselves as being good at some functions, and not so good at others. They talk about liking to compute and compile but disliking analysis and synthesis. The teacher reminds them that the adult workplace is comprised of these functions, and that they are already making decisions about how they might fit into it.)

A second example involves the LMI Process Matrix. Participant A might find the Matrix unique and helpful, and make a list of its applications when working with clients. Participant B might approach the exercise looking for ways to display information in a career resource center. Soon the idea occurs that major LMI resources could be labled using the same designation as the Matrix. Enlarged versions of the ICDM-LMI Data Bank, Matrix, and Counseling Decision Areas could be put on the bulletin board, together with directions for their use. This not only would help clients become familiar with several resources; it also would teach them how to use the resources while introducing them to the occupation-industry-interest model for seeking information. (This suggestion came from a participant during an ICDM workshop.)

While ICDM is an effective tool for helping clients with career decision-making, it can be used in other ways. A message that might be given during ICDM training is that there are many possible applications of and uses for the curriculum. Some are obvious; others less so. Many people are capable of creative problem solving if given an opportunity. Following are some questions that might encourage this.

- How is LMI currently being integrated into your existing counseling programs? What are the most successful aspects? How might ICDM help them be even more successful? What things have not worked well? What would it take to make them work better? How might ICDM contribute?

- What are your goals for the year? What parts of the ICDM curriculum are most likely to help you reach your goals?

- What needs do you have as a career counselor? In how many ways might ICDM help you meet these needs?

The action plan in Unit 10 might be used most effectively as an exercise in creative problem solving.

FUTURE LABOR MARKETS AND IMPLICATIONS FOR COUNSELING

A. OBJECTIVES

1. To familiarize participants with trends that affect labor market information.

2. To identify issues that affect career counseling for the future.

3. To identify some areas where change is necessary to keep up with current and future trends.

4. To describe a new concept of "half life" of information.

5. To identify skills for the future.

6. To discuss some possible directions for career counseling.

B. DISCUSSION TOPICS

1. What will happen to low level skill positions? Will they be filled by robots or moved overseas? Will there continue to be places where mentally handicapped people can work successfully?

2. Will the physically disabled have more or less opportunity as physical demands decrease? What part might dislocated workers play in this situation?

3. Do these future views reflect middle class values or are they relevant to everyone?

4. What are the possibilities for women and minorities in the future?

C. ACTIVITIES

1. Group discussion.

2. Describe fantasies of the future.

3. Identify issues, needs and knowledges we have to be aware of and know.

D. USE OF ADDITIONAL RESOURCES

1. See bibliography.

2. Develop transparencies based on information from your local area.

3. If there is a futures society in your area, invite someone to discuss this unit.

E. APPLICATIONS FOR SPECIAL POPULATIONS

1. Identify the areas where women and minorities will be at a disadvantage, e.g., most of the technological changes come in areas where women work, women and minorities still under-represented in math and science.

2. Learning disabled may have more difficulty on the job because reading will become even more important. (We could find creative new ways to teach people to read.)

3. Identify trends that might influence career choice and opportunities for your clients.

F. TRAINING TIPS

1. Involve the group as much as possible in discussions. People have their own views and fears of the future.
2. Encourage creative ways of looking at the future.
3. If there is time, do a visualization with the group. Have them create their own future.

OPTIONAL ACTIVITY

Population and the Local Economy

This activity can be used as an adjunct to the discussion on demographics and economic variables in Unit 1, Competency 2. It could also be useful as an activity with the unit on futures.

A. OBJECTIVES

1. To demonstrate the interrelatedness of all elements of national and local economy.

2. To identify some elements that affect economy.

B. DISCUSSION TOPICS

1. Population, natural resources, changing technology and their effects on economy.

    a. Savings deposited by local consumers affect the economy. For example, the housing industry is hurt by recession partly because people are depositing less and banks therefore have less money for mortgages.

    b. The demography of an area affects local economy. for example, areas with large concentrations of senior citizens have different consumer needs than areas with populations of a younger average age.

    c. The income level of consumers determines the items that will be purchased. Example: Beverly Hills, California, residents may buy different items than would residents of Glenn Falls, New York.

d. Changing consumer tastes affect the economy. Example: Less beef is now raised because we realize that some health problems are linked to red meat intake.

2. Local industry reflects age of population.

    a. The housing industry of Florida is different from that of northern states partly because of differences in age patterns. For example, the Florida cities populated mainly by senior citizens often have many single-story and easy-access facilities. These cities similarly will have different needs in the areas of health care, transportation, recreation, etc., than some other areas.

    b. Cities with younger populations have entirely different economies than cities with older populations. Example: Texas boom towns will have a lot of youth-oriented needs, such as schools and clothing stores.

Directions for Population and the Local Economy

Have participants complete the worksheet, "Population and Local Economy." Emphasize that these are fictional statistics and that there are no right or wrong answers. Ask participants to complete the blank spaces with numbers that are logical for the two cities. Discuss possible answers as follows:

1. Any number above 100 is logical, since the older population of Saratoga probably requires more medical doctors than Pleasantville.

2. Any number above 20 is logical, since the larger number of children in Pleasantville probably requires more pediatricians.

3. Any number could be justified, but given the income level and California's proclivity for cars, probably there are at least 65 new Cadillacs (at least equal to the number in Saratoga).

4. Given the similarity of total population, the number of carpenters is probably about equal.

5. Since there are fewer children in Saratoga, there are probably fewer teachers than in Pleasantville (i.e., less than 540).

6. Given the similarity of total population, the number of beauty shops in the two cities is probably about equal. Some might argue that senior citizens are more likely to have their hair done and that, therefore, Saratoga has more.

7. Given the similarity of total population, the logical choice would be about 12.

8. There would probably be more loan companies in Pleasantville because of the younger population, which is more likely to borrow money for cars, housing additions, and so on.

Geographic Location and Natural Resources Affect the Economy

1. Explain that the geographic location and natural resources of a community have an influence on the number and types of industries that settle there. Present the following examples:

    a. Pittsburgh, Pennsylvania, developed as a heavy industrial site because of its proximity to raw materials and excellent transportation. The city's local economy was affected by the growing steel industry of the early twentieth century. As more workers settled there, the economy developed to meet increasing consumer needs for food, clothing, and shelter. In addition, more schools had to be built and city government expanded.

b. The area of Route 28 near Boston, Massachusetts, developed as a high-technology (computers) area largely because of its proximity to advanced educational institutions, promotion as a high-technology area by local government, and central location in the industrialized Northeast. The local economy was affected by the influx of highly educated and well-paid professionals.

2. Have participants complete the worksheet, "Location and Economy." Emphasize that these are fictional statistics and that there are no right or wrong answers.

   a. Ask participants to complete the three graphs in a logical manner considering the information given about the two cities.

   b. Discuss participants' completion of these graphs using the following suggestions:

      1) Population--Highville's population would probably have declined because of the decline in the use of marble as a building material. Youngtown probably increased with the general migration to the Sun Belt.

      2) Income level--Both cities probably suffered a decline during the 1930s with an upswing in 1940. Youngtown's income probably increased more dramatically than Highville's, considering the presumed decline of the marble business.

      3) Number of pediatricians--The number of Highville's pediatricians probably declined along with the general decline of the city. (If participants showed an increase of Highville's population, the number of pediatricians should increase.) The number of Youngtown's

pediatricians may not have greatly increased if the population increase was caused by an influx of senior citizens.

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WORKSHEET

POPULATION AND LOCAL ECONOMY

	Pleasantville, CA	Saratoga, FL
Population	28,300	32,200
Average age	37	52
Number of people between 18 and 50 years of age	18,500	9,500
Number of people over 50	3,400	18,300
Number of school age children	5,400	3,600
Number of full-time employed people	12,400	7,400
Average family income	$25,500	$16,200

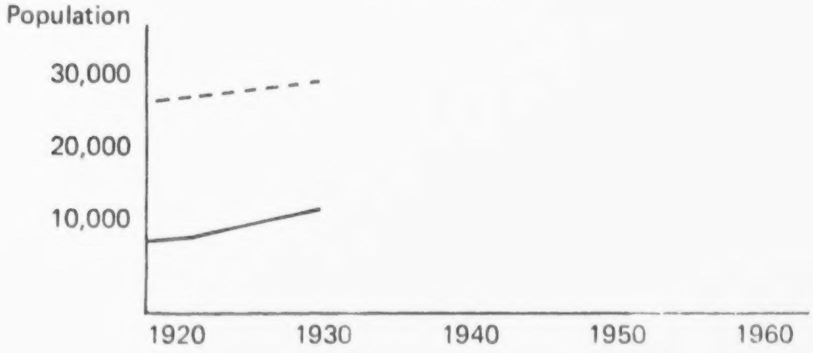
Directions: Fill in the blank spaces in this chart with figures that are logical. There are no absolute answers.

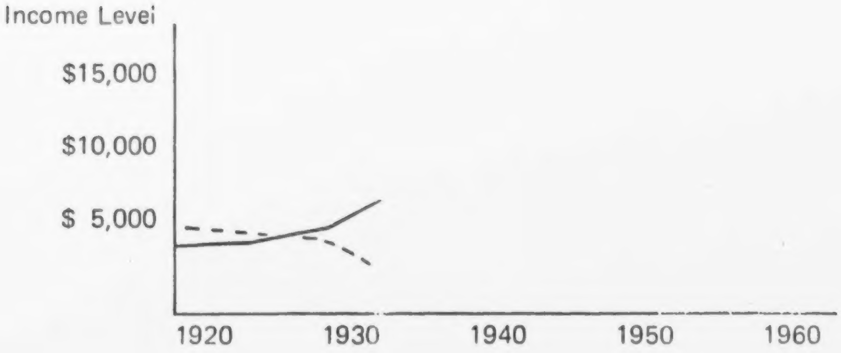
Number of MDs	100	a)_____
Number of pediatricians	b)_____	20
Number of new Cadallac cars	c)_____	65
Number of carpenters	250	d)_____
Number of teachers	540	e)_____
Number of beauty shops	f)_____	28
Number of supermarkets	g)_____	12
Number of loan companies	h)_____	5

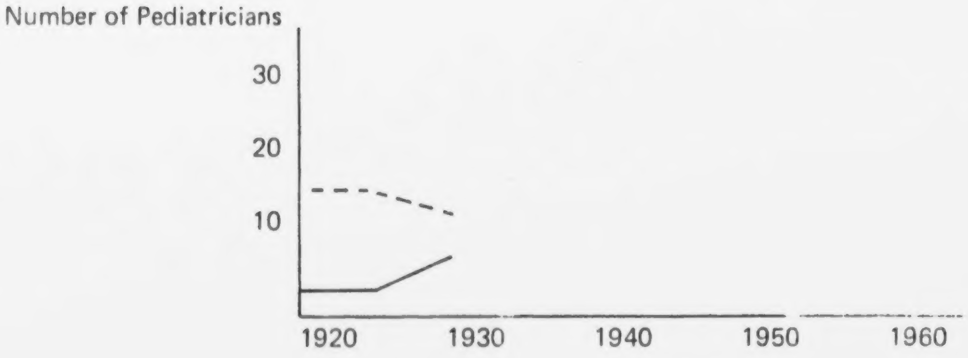
LOCATION AND ECONOMY

Directions: Complete the development graphs for two cities—Highville, Vermont, a town that developed near a marble quarry in 1860, and Youngtown, Arizona, a town that was developed as a resort in 1920. There are no absolute answers. Remember that there was a national depression in the 1930s, that marble is no longer a major building material, and that the Sun Belt has attracted many retirees.

Highville - - - - -   Youngtown ————







OPTIONAL ACTIVITY

ACTIVITIES

Directions: Use Volume 1 of the VPO to answer the questions.

Situation 1

You are a community college counselor. An incoming student thinks that training to become an Executive Secretary might have good "long-term" career prospects. The Executive Secretarial Program has a CIP code of 07.06.03.

° What occupational title(s) does this training program
VPO,) prepare students for? 1. Administrative Assistant;
Vol. 1,) 2. Administrative Secretary; 3. Town Clerk
Pg. 67)

° *To check the job outlook for the year 1990, you would use the code in the column titled OES Survey Code*

To locate information for "Administrative Secretaries", you would look in the reference titled Occupational Employment Statistics "Occupational Projections"

° Is there another CIP which has related occupations?
VPO,) Yes
Vol. 1,)
Pg. 67) ° Do you think this training program has good prospects for long-term employment? Yes Why or why not?
Many Occupational titles may show high demand on national basis.

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*(Note: These answers depend on the state in which you live.)

VPO,)
Vol. 1,)
Pg. 67)

° Do all of the occupations listed require the same amount of facility with math? No If "no," how do they differ? (See VPO Reference "D") Administrative Assistants need less (level 3 instead of level 4 for the other two).

Situation 2

A high school student, active in the marketing club, DECA, wants to be a buyer, but isn't sure what kinds of products to specialize in. You are a high school counselor who wants to show the student the broad range of training programs which might be available.

° Which tab in the VPO, Volume 1, marks the section which is likely to contain information on training programs for buyers? "Marketing and Distributive Education"

Look for a CIP likely to include "Buyer" as an occupation. Find Buyer in the left hand column of the page. Look in the column marked "Other CIP Program." This shows the related codes. Turn to Reference A to get names for each code.

° What CIP codes and titles offer training aimed at preparing students to become buyers?

1. 01.0503 Agricultural Supplies Marketing
2. 04.0501 Interior Design
3. 08.0703 International Marketing
4. 08.0704 Purchasing
5. 08.0705 Retailing
6. 08.0707 Wholesaling
7. 08.0904 Recreational Products Marketing
8. 20.0306 Fashion/Fabric Coordination
9. 20.0308 Wedding/Speciality Consulting
10. 20.0505 Home Decorating

VPO,)
Vol. 1,)
Pg. 187-191)

° Which of the programs offers the most flexibility (most DOT titles) for students interested in retailing who decide they no longer want to be buyers?

08.0705 - Retailing

VPO,)
Vol. 1)
Pg. 192)

° Are there assistsant buyers in wholesale trade?

No

VPO,)
Vol. 1)
Reference D)
Pg. 5-8)

° What math and langauge curriculum should the student master for a job as a buyer? Level 3 Math; Level 4 Language. Level 3 Math includes: Fractions, percentages, graphics, square root, and recognition of geometric shapes. Level 4 Language includes: use of a variety of reference works, preparation of themes, participation in panel discussion or presentations of impromptu speeches.

Situation 3

You work with dislocated workers. The group you will soon be working with used to be maintenance workers for mine equipment. Since there are no jobs in your area at this time, what alternatives can you present to those who are unwilling to move?

VPO,)
Vol. 1)
Reference A)
Pg. 11)

° Using Volume 1 of the VPO, what is the first thing to do? Find the six-digit CIP code for the "Trade and Industrial Education" section which seems most appropriate

VPO,)
Vol. 1)
Ref. A)
Pg. 11)

° What CIP code relates most closely to the work the maintenance workers have been doing?

47.0304

° Turning to that CIP code:

VPO,)
Vol. 1)
Pg. 329)

1) Which DOT job title was most likely to have been the entry level job? Pulley Maintainer (because the GED and SVP requirements were the least)

2) What is the highest reasoning, math, and langauge development required by the group of jobs in this category? 4, 4, 3

3) How much lifting was required? Some occupations require "Heavy Lifting" while others were moderate

4) Of all possible CIP codes which could be related, which one shows the most potential for including related occupational opportunities? 47.0303

TURN TO THAT CIP PROGRAM.

VPO,)
Vol. 1)
Pg. 326-328)

° Name three occupational titles which appear on the list that might have employment in your state: Welding Repairer; Repairer; Industrial Gas Servicer

° Would the displaced workers have to get a great deal of retraining to do these jobs? Probably not